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ABSTRACT

The Maryland Community College Program Evaluation System is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the board. This document first presents the results of a statewide evaluation of the Office Technologies programs, followed by a section presenting the results of individual community college evaluations of programs throughout the community college system. The evaluation of Office Technologies programs includes descriptive information on the programs offered at all 17 community colleges in the system, an analysis of trends in enrollments and student characteristics, program performance data, results of evaluations conducted by the colleges, and recommendations regarding program offerings and improvements. The section on qualitative evaluations contains 40 program reports completed by the 17 individual colleges. For each program, the following information is provided: (1) the name of the college, the program, and the level of award; (2) responses to the board's questions concerning graduate placement and follow-up, program quality, and the causes of the identified problems; (3) actions planned by the college to remedy the problems; and (4) board recomendations. (JMC)

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1989 PROGRAM EVALUATIONS

MARYLAND COMMUNITY COLLEGES

JC 900 386

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NOTE: The area code for all colleges is 301.

FOREWORD

In 1978, the State Board for Community Colleges approved the Maryland Community College Program Evaluation System. This system, conceptualized in 1974, is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the State Board. The system was developed through a cooperative effort of the Maryland community college presidents, deans, institutional research directors, faculty, and the State Board staff. The fundamental premise of the system is that Maryland's community colleges are striving to achieve program quality and the colleges have the capacity for self-assessment and the courage to take action based upon the results of such assessments.

Since the inception of this evaluation system, 564 programs have been evaluated. Many programs were improved, 109 programs were discontinued, and 13 programs are currently inactive.

In July 1989, each college received a set of questions from the State Board for Community Colleges based upon data in the Program Data Monitoring System. This document contains the results of individual community college qualitative evaluations of 40 programs throughout the community college system. Also included are the results of a statewide evaluation of the Office Technologies programs. In most cases, the efforts of the colleges went beyond the questions raised by the State Board. Full credit should go to Maryland community colleges for their efforts. The Maryland Community College Program Evaluation System is an annual process. Additional community college programs will be identified for evaluation in 1990.

Jean E. Hunter

Jean E. Hunter
Interim Executive Director

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STATEWIDE EVALUATION OF OFFICE TECHNOLOGY PROGRAMS

ABSTRACT

Office Technology Associate in Arts degree and Certificate programs are offered at all 17 Maryland community colleges. The Associate in Arts degree programs are designed to prepare graduates to assume positions in the secretarial, word processing, and administrative areas of business and to enhance the office technology skills of those already employed in the field. Certificate programs train students for employment as clerk typists, file clerks, receptionists, and general office workers and provide a means for those holding secretarial positions to acquire skills and knowledge in word processing concepts. In both the Associate in Arts degree and Certificate programs, emphasis is placed on office automation skills and concepts.

The enrollment in Office Technology programs has declined since 1986. While the total number of students enrolled in Office Technology programs has not declined substantially, there has been a significant decrease in the full-time equivalent (FTE) enrollment. The actual number of students enrolled in Office Technology programs decreased from 2,549 in 1986 to 2,288 in 1989, resulting in a headcount loss of 261. However, during that same period there was a 23 percent decline in full-time equivalent enrollment from 1,349 FTE in 1986 to 1,037 FTE in 1989.

The decline in degrees granted in Office Technology has not been as great as the decline in enrollment. Compared with 1986, 10 percent fewer associate degrees and one percent fewer certificates were awarded in 1989. However, it should also be noted that there were more AA degrees and certificates earned in 1989 than in 1988. These data along with the enrollment differences between full-time and part-time students suggest several trends:

- Fewer students overall are enrolling in Office Technology programs, although the particular situation varies widely among colleges;
- Among those students completing Office Technology programs, more students are opting for part-time Certificate programs; and
- Students may be taking longer to complete degree programs.

In considering the role of Office Technology programs during the next five years, all community college respondents shared the view that Office Technology will continue to be an important credit program. They envisioned a continuing need for upgrading and modifying programs and courses. Credit and noncredit offerings are seen as complementary to one another, with noncredit providing specific, short-term training, especially for the newly returning student, and credit programs offering the basis for career advancement and broad-based skills. With these views in mind, the State Board for Community Colleges makes the following recommendations:

- Community colleges should emphasize career ladder opportunities in office technology fields. Two-plus-two and technical prep programs should be developed and improved to enable students to begin skills building in high school and to make the transition to more advanced college courses without losing credits. Advisory committees should be involved in the development and planning of such programs.

- Community colleges are urged to aggressively promote the Associate in Arts degree, especially to older students. The value of the AA degree should also be emphasized to employers, who often complain of a lack of basic communications, management, and interpersonal skills among employees.

- Community colleges should devote attention to implementing and strengthening cooperative education courses.

- Community colleges are encouraged to investigate innovative methods of offering Office Technology programs and to implement creative, flexible programs designed to meet the needs of the students who are interested in office technology careers.

- Community colleges are urged to incorporate desktop publishing into Office Technology programs.

- Faculty in Office Technology programs are encouraged to work with other departments in the development of transferable skills for students in their career programs.

- One area of unexplored potential may be increased enrollment of male students in Office Technology programs. Pilot programs targeted at unemployed males could prove instructive in regard to the potential for such a market. Community colleges are encouraged to develop such pilot programs and to share their findings with the State Board for Community Colleges.

- To ensure that students will have the skills and hands-on experience to work effectively in an automated, computerized environment, the State Board urges community colleges to acquire and maintain state-of-the-art office technology equipment.

STATEWIDE EVALUATION OF OFFICE TECHNOLOGY PROGRAMS

The program evaluation system of the Maryland State Board for Community Colleges is in its 12th evaluation cycle. The system is essentially a two-step process each year. First, all programs undergo a computer-based quantitative review built on data collected throughout the year. Programs are reviewed for such indicators as low enrollment and high cost. Secondly, a smaller number of programs are identified for a more comprehensive qualitative evaluation to be conducted by college staff and later reviewed by the State Board. As part of this qualitative evaluation, one program is singled out for statewide evaluation.

For the 1989 program evaluation cycle, all 17 community colleges were asked to include the Office Technology program (HEGIS No. 5005-01) in their qualitative evaluations unless the college had done a qualitative evaluation of that program in the last two years. These programs were selected for statewide evaluation in order to determine if community colleges have been able to keep pace with the rapidly changing technology of the field. In addition, the State Board saw a need to examine the current level of interest in the Associate in Arts degree in Office Technology.

The resulting evaluations are found in the respective college sections of this publication. (Note: The evaluations of the Office Technology programs at Cecil Community College, Frederick Community College, and Harford Community College were published in spring, 1989 and that of Charles County Community College in spring, 1988.)

Program Descriptions

Office Technology Associate in Arts degree and Certificate programs are offered at all 17 Maryland community colleges. The Associate in Arts degree programs are designed to prepare graduates to assume positions in the secretarial, word processing, and administrative areas of business and to enhance the office technology skills of those already employed in the field. Certificate programs train students for employment as clerk typists, file clerks, receptionists, and general office workers and provide a means for those holding secretarial positions to acquire skills and knowledge in word processing concepts. In both the Associate in Arts degree and Certificate programs, emphasis is placed on office automation skills and concepts.

Most of the Office Technology programs include a "core" Office Technology curriculum with opportunities for students to specialize in areas that meet their particular employment needs or career objectives. For example, within the Associate in Arts degree program, students might pursue a number of programmatic options, including Executive Secretarial, Medical Secretarial, Legal Secretarial, Office Management, or Word Processing Specialist. Those enrolled in the Certificate program might want to concentrate on shorthand, word processing, or general office skills.

To expand the opportunities for educational mobility, within most of the Office Technology programs are clearly defined "career ladders" that will increase the likelihood that students will continue their education. The "career ladder" might begin with a typing course that will provide entry-level skills for immediate employment. This course can later be applied to a Certificate program. Similarly, all courses taken for the Certificate program will count toward completion of the Associate in Arts degree program. Such an interlocking system encourages students to re-enter college after a period of employment and facilitates movement from one level of education to another. For Office Technology students, many of whom have home and family responsibilities, the elimination of unnecessary roadblocks in their career path coupled with the opportunity to earn as they learn can serve as a powerful incentive to further their education.

Student Trends and Characteristics

Table 1 shows that enrollment in Office Technology programs has dropped 10 percent since 1986. There is, however, a sharp discrepancy between trends of enrollment for full-time versus part-time students; full-time enrollment has decreased by 35 percent, while the number of part-time students is down only one percent. The total number of students enrolled in Office Technology programs has dropped from 2,549 in 1986 to 2,288 in 1989, resulting in a headcount loss of 261.

Full-time equivalent (FTE) enrollment (i.e., total credit hours in associate degree and Certificate Office Technology courses) has decreased more than overall headcount, from 1,349 FTE in 1986 to 1,037 in 1989, a 23 percent decline. Furthermore, the overall decline in FTE is somewhat skewed by the large drop in absolute numbers and percentage at the Community College of Baltimore; excluding CCB, which has experienced a substantial overall decline in enrollment in recent years, the overall decrease in Office Technology FTE is 19 percent. The total decline in FTE enrollment has caused the cost per FTE in Office Technology programs to increase on the average of 31 percent, as compared with a 14 percent increase for all college programs (Table 1).

The decrease in degrees granted in Office Technology has not been as great as the decline in enrollment (Table 1). Compared with 1986, 10 percent fewer associate degrees and one percent fewer certificates were awarded in 1989. However, there were more AA degrees and certificates earned in 1989 than in the preceding year.

These data along with the enrollment differences between full-time and part-time students suggest several trends: 1) fewer students overall are enrolling in Office Technology programs, although the particular situation varies widely among colleges; 2) among those students completing Office Technology programs, more students are opting for part-time Certificate programs; and 3) students may be taking longer to complete degree programs.

Table 2 provides information about the types of students who enroll in Office Technology programs at Maryland's community colleges. Although the percentage of male students enrolled in Office Technology programs has increased from 2 to 7 percent since 1985, the total number of male students remains very small; the overwhelming majority of students in the field are female. The percentages of students by race have remained consistent since the mid-80's with 1989 enrollment 21 percent black, 73 percent white, and 6 percent other racial categories.

The percentage of Office Technology students who are new to college has dropped steadily, from 33 percent in 1985 to 22 percent in 1989. The increasing likelihood that students in Office Technology are returning students rather than recent high school graduates is also reflected in the mean and median age data. The mean age in 1989 was 31 years compared to 27 in 1985; the median in 1989 was 27, up from 23 in 1985. As the average age of Office Technology students has gone up, the mean number of credit hours taken by the students has decreased, from 7.55 in 1985 to 6.35 in 1989.

Why do students enroll in Office Technology programs? The State Board's graduate follow-up surveys provide data on the primary reason for enrolling (Table 3). The major reason students cited for entering Office Technology programs was career preparation; 30 percent indicated they were preparing for a first job, and an additional 18 percent were looking for a different job than they currently held. The total of 48 percent who entered for career reasons was significantly higher than the average of 35 percent for students in all programs.

Far fewer Office Technology students listed preparing for transfer as their primary goal--only 6 percent compared to 35 percent for all programs. None of the survey respondents said they were exploring new academic areas; however, 5 percent wished to explore new occupational areas. Ten percent enrolled in order to update current job skills, 5 percent for self-enrichment, and 26 percent for other reasons.

The follow-up survey results demonstrate that the majority of students in Office Technology programs have clear career goals as their primary motivation for enrollment. Only a small minority are primarily interested in transfer. The pattern is consistent with the enrollment figures, which suggest that students in Office Technology are seeking specific courses that fill career goal needs and they are less interested in pursuing an associate degree or in taking General Studies courses that would enable them to transfer to other institutions.

Program Performance

Data from the State Board's graduate surveys provide information about the success graduates report in achieving the goals they had set for themselves when entering the community college. Table 4 summarizes responses of 1986 and 1988 graduates in Office Technology programs.

Ninety-eight percent of 1986 graduate respondents and 94 percent of 1988 respondents said they had achieved their personal goal. The percentages of respondents who were satisfied with the instruction they received in their programs were 98 percent in 1986 and 99 percent in 1988.

Table 4 reveals interesting differences between the graduates of 1986 and those of 1988. Fifty-eight percent of the 1986 graduates were employed in jobs directly related or somewhat related to their field of study, 65 percent began new jobs after college and the median annual salary was $12,800. Sixteen percent of the 1986 respondents were not employed due to home responsibilities or military service and only 9 percent had transferred. The respondents from the class of 1988 had a higher rate of employment in jobs related to their academic program (70 percent), fewer began a new job after college (58 percent), and their median annual salary was higher ($15,000). More of the 1988 graduates (16 percent) transferred, and fewer were unemployed because of home responsibilities (5 percent).

The differences in responses between 1986 and 1988 graduates suggest, as do enrollment data, that the trend in Office Technology programs is toward older students seeking to upgrade their job skills. However, a majority of the students are still new to the office technology job market.

The 70 percent employment in jobs related to course work is substantially higher for Office Technology graduates than the 56 percent reported for students in all programs in 1986. The high correlation between job placement, goal achievement, and satisfaction with the quality of instruction reflects high standards and commitment to quality education in the Office Technology programs in Maryland's community colleges.

Evaluations Conducted by the Colleges

The colleges were asked to respond to 11 specific questions in their review of Office Technology Associate in Arts degree and Certificate programs:

- How are students using the Office Technologies/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admission/registration forms, describe the goals of students who enroll in the Office Technologies/Secretarial Science program as follows:

  Personal Goals
  Explore new career or academic area
  Prepare for immediate entry into a career
  Prepare for transfer
  Update skills for a current job
  Interest/self-enrichment
  Other

  Educational Goals
  Complete selected courses
  Earn a Certificate
  Earn an Associate in Arts degree
  Other

- Office Technologies/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanations(s) do you offer?

- What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the college responding to these trends?

- What types of academic and student support services are available to students enrolled in the Office Technologies/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technologies/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?

- Does the college have any Office Technologies/Secretarial Science 2+2 programs or articulation agreements with local high schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?

- Describe briefly how the Office Technologies/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?

- Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

- What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?

- What should be the role of the Office Technologies/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue of credit versus noncredit offerings.

- If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technologies/Secretarial Science, what would that advice be?

- What action(s) does the college plan to take to address the above issues?

At all but two of the 13 colleges completing the statewide questionnaire, the dominant personal goal of students enrolling in Office Technology programs was career preparation. At one college a clear plurality of the students were taking courses in order to update their job skills. Personal goals of students at the other colleges were more varied, with preparation for transfer chosen most frequently as the personal goal.

At nine of the colleges most students shared the educational goal of an Associate in Arts degree. A majority of students at one college planned to earn certificates. At another college, most students were enrolling in the Certificate program or in selected courses. Students at the remaining two colleges tended to be looking for specific course offerings.

There are some interesting and instructive correlations between the educational goals expressed by students and enrollment trends at particular colleges. It is at those colleges, which have experienced little or no decrease in enrollment in Office Technology programs, that students are most likely to enroll for either specific courses or Certificate programs. The same students are also more likely to have a personal goal of upgrading skills for a current job.

Among those colleges experiencing decreasing enrollment in Office Technology programs, there was general agreement about the reasons for the decline. Their explanations are summarized below.

1) Increased professional opportunities and career options for women. Fewer women are pursuing career goals in the traditionally female arena of secretarial, clerical, and administrative support positions. To some extent, a stigma has become attached to the idea of being "just a secretary."

2) Drop in high school enrollment. Fewer high school graduates overall means fewer entering office technology programs as preparation for a first job.

3) Low salaries in office technology jobs. The tendency for even experienced workers to earn low salaries decreases the attractiveness of training for jobs in the field. This problem often is further compounded by students' perceptions that there are no career ladders to higher paying jobs.

4) Other options for training. Many students take advanced courses in high school and immediately enter the job market after graduation. Others take courses offered by continuing education, adult education, or private business schools.

5) Degrees and certificates not seen as prerequisites to employment. Many entry level jobs do not require either degrees or certificates.

Dundalk Community College, where enrollment in Office Technology has grown since 1986, lists several factors as responsible for high interest in its programs: 1) ongoing updating of the program; 2) a high level of administrative support; 3) continuous development of new courses; 4) implementation of modular computer applications courses for business and industry and special population students; 5) a highly interactive advising system that involves all Business Office Careers faculty and staff; and 6) a high level of activity and interaction with area high schools, both public and private.

When asked what trends are seen as most critical to the future direction of Office Technology programs, all respondents agreed that the automated, computerized office has resulted in a dramatically altered workplace for office workers. The typewriter has become nearly obsolete. Word processing skills are essential, but no longer sufficient; today's office worker also needs skills in spreadsheets, database, and communications programs. Desktop publishing is seen as increasingly important in the automated workplace.

Because professionals in office technology expect rapid technological advances to continue, they view the ability to adapt to changing demands as an important objective in today's curriculum. Skills in management and supervision were frequently mentioned as increasingly important in office technology positions. Community colleges in Maryland report that they have been able to respond to the rapidly changing technology by upgrading both hardware and software. Faculty are dedicated to keeping abreast of new developments in computer technology and developing new courses and new approaches to the teaching of office technology skills.

Some colleges pointed out the need for more basic and general education skills and the related necessity for good assessment and remedial programs connected to Office Technology programs. New demands on office workers to understand the conceptual dimensions of computer programs such as databases, spreadsheets, and other types of software have intensified the need for a solid, broad base in general education.

Montgomery College, where enrollment in Office Technology has increased, cited several specific ways the college has responded to changing trends. They instituted an accelerated word processing program in which students can earn a Certificate in word processing in one semester. The department offers College of the Air courses and is working to develop courses to be offered through computer conferencing. The college has also revamped the Office Technology curricula to include foundation skills with emphasis on Writing Across the Curriculum.

Dundalk Community College has put increasing emphasis on basic skills. Furthermore, they have also developed a new option in Office Supervision, designed to help qualify students for the increasingly higher levels of administrative and supervisory tasks being performed by office support staff.

In response to questions about student support services, academic advising, and cooperative education/internship, all colleges reported that their students avail themselves of a broad range of student support services, such as assessment testing, tutoring, career counseling, etc. provided for all students. Nearly every respondent described individualized advisement programs provided by faculty in the Office Technology departments. Office Technology labs with specialized out-of-classroom learning aids are provided on several campuses. Dundalk Community College is unique in providing a Minority Student Mentoring program which enables minority students to develop close relationships with faculty members outside of the classroom.

Cooperative education and/or internship are open to students at all community colleges. Several programs require credit hours in cooperative education or internship as part of the Associate degree and/or Certificate programs, while others do little to encourage participation in such workplace experiences. Among the programs that emphasize practical work experience as part of the curriculum, many stressed the benefits they believe students derive from the experience.

Although actual 2+2 programs are rare, all the reporting community colleges except CCB have articulation agreements with local public high schools for Office Technology courses. A number of the colleges also have agreements with private business colleges or County Career Development Centers.

In most instances, the articulation programs are used by only a few students each year; nevertheless colleges view them as valuable components of their programs. The most frequently cited problem was a failure to publicize the articulation programs to high school students who might take advantage of them. Several respondents also discussed the difficulties of maintaining adequate evaluation and monitoring of course content.

On the question of number of full-time and part-time faculty, most colleges reported employing two to five full-time and two to six part-time teaching professionals. The ratio of full-time to part-time faculty is generally between 1:1 and 2:3. Dundalk Community College and Prince George's Community College employ fourteen and nine part-time faculty respectively, while Chesapeake College has only full-time teachers. At several colleges, instructional aides help staff Office Technology laboratories.

Office Technology programs are evaluated through institution-wide evaluation programs, usually on an annual or five-year basis. Staff development is fostered through college professional development workshops and conferences and sometimes through departmental support of specialized seminars, workshops, and courses. A few colleges mentioned summer employment in the office technology work force as a means of professional development and skills upgrading for faculty.

When asked questions about employer contacts, advisory committees, and initiatives undertaken to make the local community aware of the changing nature of jobs in office technology, responses were similar among all the community colleges. All reported regular meetings, either once or twice a year, with advisory committees. In most cases, advisory committee members include employers of the colleges' graduates as well as former students. Methods used to communicate information about the changing nature of the office technology field included brochures, newspaper, radio, and television advertising and publicity, career fairs, speakers bureaus, visits to local high schools, and invitations to area educators to visit colleges. Cooperative education and the DACUM method of curriculum evaluation and development were frequently cited as effective means of increasing contact with employers and sharing information about changes in the field. A few departments run their own placement programs for Office Technology graduates, thus greatly increasing the amount of contact with employers and potential employers.

In considering the role of Office Technology programs during the next five years, all community college respondents shared the view that Office Technology will continue to be an important credit program for students. They envisioned a continuing need for upgrading and modifying programs and courses. Credit and noncredit offerings are seen as complementary to one another, with noncredit providing specific, short-term training, especially for the newly returning student, and credit programs offering the basis for career advancement and broad-based skills.

When asked to give one piece of advice to community college colleagues throughout the State on how to promote the Associate in Arts degree in Office Technology, the most frequent answer was that colleges should stress the importance of general education and basic skills to the students' ability to adapt to a continuously changing work place and to maximize opportunities for promotion and advancement in office technology careers. Several respondents especially focused on the more mature returning students as those who should be targeted for recruitment into degree programs.

Actions planned to address issues raised in the evaluation survey typically included a continuation of efforts to upgrade and effectively evaluate programs and to encourage faculty development. Other planned actions included:

1) Offering short-term training packages devised for students with children who need flexible days and hours;

2) More aggressive placement efforts for program graduates;

3) Strengthening requirements of the existing AA degree and implementing new options;

4) Improving marketing and publicity for Office Technology programs;

5) Implementing mandatory advising and strengthening articulation agreements; and

6) Expanding advisory committees.

The rapid changes occurring in the Office Technology Field present some special challenges to the instructional and administrative staffs at the community colleges. with a view to increasing enrollment and strengthening the Office Technologies/Secretarial Science programs, the State Board for Community Colleges makes the following recommendations:

RECOMMENDATIONS

- The State Board for Community Colleges urges community colleges to emphasize career ladder opportunities in office technology fields. Two-plus-two and technical prep programs should be developed and improved to enable students to begin skills building in high school and make the transition to more advanced college courses without losing credits. Advisory committees should be involved in the development and planning of such programs.

- The State Board urges community colleges to aggressively promote the Associate in Arts degree, especially to older students. Currently the colleges most successful in attracting enrollment in Office Technology programs tend to appeal to students looking for specific coursework or Certificate programs. Once students are enrolled in such courses, colleges can use methods such as workshops, career counseling, brochures and other publications, and mentoring programs to stress the benefits of attaining the AA degree. The value of the AA degree should also be emphasized to employers, who often complain of a lack of basic communications, management, and interpersonal skills among employees.

- The success reported by colleges who offer or require cooperative education as part of their Office Technology programs leads the State Board to urge all colleges to devote attention to implementing and strengthening cooperative education courses. In addition to gaining the practical experience provided by on-the-job training, students placed in cooperative education positions are likely to be exposed to the need for general education and to the reality that the work place will continue to demand flexibility and life-long learning from employees.

- Several of the colleges surveyed have pioneered innovative methods of offering Office Technology programs, such as accelerated certificate programs, College of the Air programming, open-entry open-exit programs, individualized instruction, Writing Across the Curriculum, and courses offered through computer conferencing. All community colleges are encouraged to investigate such programs and to implement creative, flexible programs designed to meet the needs of the students who are interested in office technology careers.

- Desktop publishing seems to be the area of office technology that is increasingly a part of office technology jobs. With integrative software bringing together word processing, database and spreadsheet, desktop publishing provides the "icing on the cake" for the automated office. The student who has the skills to produce a finished product manuscript complete with graphics through use of desktop publishing is likely to have an important competitive advantage in the job market. Community colleges are urged to incorporate desktop publishing into Office Technology programs.

- The need for good basic skills in communication, critical thinking, mathematics, and other general education areas becomes greater as the responsibilities of Office Technology graduates broaden in new forms of computer software, as well as new areas of management and supervision. The State Board encourages faculty in Office Technology programs to work with other departments in the development of transferable skills for students in their career programs.

- One area of unexplored potential may be increased enrollment of male students in Office Technology programs. While the field remains overwhelmingly female, high unemployment rates for young men and the low pay offered in many service jobs open to high school graduates could make the office technology field more attractive to male graduates now than in past years. Pilot programs targeted at unemployed males could prove instructive in regard to the potential for such a market. Community colleges are encouraged to develop such pilot programs and to share their findings with the State Board for Community Colleges.

- Rapid technological advances in the office technology field are expected to continue over the next several years. The ability to adapt to these changing demands will remain an important objective for office technology faculty. To ensure that students will have the skills and hands-on experience to work effectively in an automated, computerized environment, the State Board urges community colleges to acquire and maintain state-of-the-art office technology equipment.

Table 1

ENROLLMENT, DISCIPLINE COSTS, AND DEGREES
IN OFFICE TECHNOLOGY PROGRAMS

	1986	1987	1988	1989	% Change 1986-1989
Headcount Enrollment (Fall)					
Full-time	677	586	501	443	-35%
Part-time	1,872	1,977	1,857	1,845	-1
Total	2,549	2,563	2,358	2,288	-10%
Course Enrollment and Costs (Fiscal Year)					
FTE Students, Office Technology	1,349	1,146	1,081	1,037	-23%
Cost/FTE, Office Technology	$136	$157	$159	$178	31%
Cost/FTE, All Career Programs	$121	$134	$134	$138	14%
Degrees and Certificates (Fiscal Year)					
Degrees	210	204	185	190	-10%
Certificates	141	136	128	140	-1%

FTE = full-time equivalent

NOTE: FTE enrollment includes all students enrolled in Office Technology courses.

Source: Program Data Monitoring System

Table 2

CHARACTERISTICS OF CREDIT STUDENTS
IN OFFICE TECHNOLOGY PROGRAMS

	1985		1986		1987		1988		1989	
	N	%	N	%	N	%	N	%	N	%
Gender										
Male	52	2	49	2	140	5	116	5	153	7
Female	2,731	98	2,500	98	2,423	95	2,242	95	2,135	93
Total	2,783		2,549		2,563		2,358		2,288	
Race										
Black	602	22	601	24	595	23	503	21	478	21
White	2,033	73	1,833	72	1,854	72	1,705	72	1,676	73
Other	148	5	115	5	114	4	150	6	134	6
Total	2,783		2,549		2,563		2,358		2,288	
First-time Status										
New to college	913	33	789	31	828	32	575	24	513	22
Returning to college	1,870	67	1,760	69	1,735	68	1,783	76	1,775	78
Total	2,783		2,549		2,563		2,358		2,288	
Attendance Status										
Full-time	785	28	677	27	586	23	501	21	443	19
Part-time	1,998	72	1,872	73	1,977	77	1,857	79	1,845	81
Total	2,783		2,549		2,563		2,358		2,288	
Number of Credits										
Mean	7.55		7.19		7.83		6.74		6.35	
Age										
Mean	27		28		29		30		31	
Median	23		24		25		26		27	

Table 3

PRIMARY REASON FOR OFFICE TECHNOLOGY STUDENTS
ATTENDING COMMUNITY COLLEGE

Primary Reason	Office Technology Students		All Other Students	
	Number	Percent	Number	Percent
Prepare for first job	44	30%	502	18%
Prepare for different job	26	18	477	17
Update current job skills	15	10	170	6
Prepare for transfer	9	6	988	35
Self-enrichment	7	5	105	4
Explore new occupation	7	5	113	3
Explore new academic area	0	0	30	1
Other reason(s)	38	26	440	16
Total	146	100%	2,825	100%

Source: Follow-Up Survey of 1988 Graduates.

Table 4

OFFICE TECHNOLOGY GRADUATES

	1986 Graduates (N = 173)	1988 Graduates (N = 148)
Employed full-time in:		
Directly related job	44%	49%
Somewhat related job	14	21
Unrelated job	2	4
Employed part-time	15	18
Transferred, not employed	3	0
Seeking work, not employed	5	3
Military, home responsibility, other	17	5
Total	100%	100%
Transferred, regardless of employment	9%	16%
Achieved goal	98%	94%
Satisfied with instruction in program	98%	99%
Among Full-time Employees		
Median annual salary	$12,800 (N = 85)	$16,000 (N = 88)
Began new job after college	65%	58%

Note: Graduates were surveyed 10 months after graduation.

Source: Follow-Up Survey of Graduates.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Allegany Community College**

PROGRAM TITLE: **Office Technologies**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARDS: **AA/Certificate**

1. **How are students using the Office Technologies/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technologies/Secretarial Science program as follows:**

Personal Goals	Number	Percent
Explore new career or academic area	23	15
Prepare for immediate entry into a career	108	71
Prepare for transfer	9	6
Update skills for a current job	7	5
Interest/self-enrichment	1	1
Other	3	2
Total	151	100%

Educational Goals	Number	Percent
Complete selected courses	7	5
Earn a Certificate	26	17
Earn an Associate in Arts degree	118	78
Other	0	0
Total	151	100%

Source: Admissions records of students currently enrolled in Office Technologies programs.

2. **Office Technologies/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

Nationally, some women are moving away from traditional female occupations such as nurses and secretaries. In metropolitan areas, especially, more women are aspiring to management level positions. Therefore, enrollment is dropping in traditionally female associate

degree programs at a time when demand for these trained personnel is increasing. This has not been the case at Allegany Community College. We are not suffering from a decline in credit enrollment; we have an exceptionally strong program because of the quality of our College, our program, and our staff. To some extent our strength in numbers may be attributed to the economic situation in this section of the State. Job opportunities are not so plentiful as they are in the Washington-Baltimore area; perhaps this influences our students to complete their degree requirements. However, our graduates do not have any difficulty obtaining jobs, or progressing in both position and salary. We get more job offers from employers than we can fill.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the college responding to these trends?**

We have kept abreast of changes in office automation. Our department teaches word processing as a separate course, as an integral part of our office machines course, and in transcription courses. The Office Technology program teaches office automation using NCR word processors, IBM PCs, IBM Personal Typing System II, IBM and Panasonic electronic typewriters, electronic calculators, and transcription machines. The NCR word processors are adequate; we use these dedicated word processors for all of our word processing classes and machines transcription classes.

We must continue to update equipment and software and continue to keep our faculty informed and competent to teach innovations in technology as they become relevant to the education of our students so that our graduates have the knowledge and skills necessary for rewarding careers. The most modern reprographics equipment should be available to our students.

4. **What types of academic and student support services are available to students enrolled in the Office Technologies/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technologies/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?**

Several types of academic and support services are available to students enrolled in the Office Technologies/Secretarial Science curriculum. The College has a tutoring program available for any student wishing special tutoring; our students take advantage of this service. Our students are strongly supported by our Student Services staff.

There are very special academic advising and other support services provided to Office Technologies students. Each and every student in any one of our Office Technology programs has an academic advisor who is vitally interested in the academic welfare of that student. In addition, all faculty members, part- and full-time, take a special interest in the academic welfare of students in their classes. Our students know that we will help them attain a rewarding position when they complete their studies. The Director acts as placement officer for Office Technology students.

The Office Technology Department originated practical experience classes on Allegany Community College's campus. All Office Technology students are enrolled in a co-operative education/internship experience. Secretarial Procedures 210 is a three-hour lecture course; in addition, each student enrolled in that course, (except Medical Option students) spends an internship of 60 hours during that semester in an office in the area. Introduction to Medical Secretarial Careers requires that students spend one hour a week in class, and four hours a week in a practicum setting where they gain experience in an allied health office. Second-year medical secretary students enroll in Advanced Medical Practicum; this course requires one hour a week in class and 10 hours a week in an allied health office. All of these students are placed at the work sites by the Director of Office Technology after consultation with supervisors/managers in various offices in the area; these students are also supervised by these managers and by the Director of Office Technology The Director of Office Technology maintains contact with supervisors through telephone contact and through personal contact until the required hours are completed. Students are evaluated by both supervisors and by the Director of Office Technology at mid-term and at the end of the semester.

Faculty assess the work experience component of the program in a positive manner and believe it to be an important part of the student's education.

5. **Does the college have any Office Technologies/Secretarial Science 2+2 programs or articulation agreements with local high schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

Office Technology has articulation agreements with all local and many area high schools. The Office Technology Department originated articulation agreements between area schools and the College (on this campus) through business education cooperative agreements in shorthand and typewriting. The numbers of students taking advantage of this prior credit arrangement has increased over the years.

Up to this date approximately 100 students have received credit through articulation agreements. The Office Technology faculty have added basic accounting and medical terminology to the articulation agreements.

We believe the strengths of these agreements lie in the additional students taking advantage of our programs; no disadvantages have been perceived unless there may be fewer students enrolled in our beginning courses but experience indicates our enrollment continues to be steady or growing. The Office Technology Director personally visits local and area high schools.

After several years of cooperative efforts, Allegany Community College and Frostburg State University (FSU) ratified an articulation agreement between the two colleges whereby students completing the Business Education Curriculum at Allegany Community College may transfer to FSU and earn a bachelor's degree in Business Education in four semesters. This articulation agreement was implemented in 1984, and the first business teacher graduated in 1986. Teachers graduating from FSU with a degree in Business Education receive State certification to teach Business Education. As part of an evaluation by NASDTEC (National Association of State Directors of Teacher Education and Certification) at FSU in 1985, the Business Teacher Education program was approved by that body. The Director of Office Technology at Allegany Community College teaches the Business Methods class at FSU each fall semester, and the Director maintains a close liaison with supervised teaching. An ongoing evaluation of the program at both institutions is conducted by both FSU and Allegany Community College.

6. **Describe briefly how the Office Technologies/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

The Office Technology program is administered by the Director who is responsible to the Vice-President of Academic Affairs. All Office Technology faculty, full- and part-time, have input into the program on a daily basis and through regular department meetings. The Director consults with all faculty in all matters pertaining to the welfare of students or faculty. Faculty evaluate the Director on a regular basis; the Director evaluates faculty on a rotation basis specified by the Vice-President of Academic Affairs; students evaluate faculty and director on this same rotation basis. In each case the Director consults with faculty evaluated, and the Vice-President consults with the Director.

There are five full-time faculty including the Director. Part-time faculty vary from two to four, depending on need. Allegany Community College has a high ratio of full-to-part-time faculty because of the high ratio of full-to-part-time students on our campus. Most of our courses are offered, and needed, during the day. We firmly believe that one of the strengths of our College and our program lies in the continuity of courses and student-teacher relationship offered by full-time staff. However, the Office Technology program does also have a very strong part-time faculty.

Professional development opportunities for Office Technology faculty are not as plentiful in this area as in metropolitan areas, but our faculty keep abreast of developments through personal study and training and through seminars and workshops, including annual workshops offered by Rider College, the Eastern Business Education Association, and the Maryland Business Education Association.

7. **Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Contacts with employers are one of the strengths of the Office Technology program. The Director has maintained contact with employers in the area over 20 years. The director personally places students and graduates with employers in the area and consults with employers as to their needs. The advisory committee is composed of representatives of employers in the immediate area; this committee meets a minimum of once annually as a group. The Director maintains contact with the members of the advisory committee throughout the year. All major changes and some minor changes are brought to the advisory committee for consideration and approval before they are instituted. The advisory committee also suggests revisions for consideration; this committee plays an important role in curriculum refinement and in curriculum change.

8. **What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?**

Our College and our department seek advice from the local community concerning the changing nature of jobs in the field of office technology. This is done through the advisory committee and through contact with many employers in the area. In addition, membership in the local chapter of PSI (Professional Secretaries International) keeps lines of communication open with other employers/employees in the area and their changing personnel and equipment needs.

9. What should be the role of the Office Technologies/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue of credit versus noncredit offerings.

The Office Technology program should continue to maintain the current relationship of the program with the businesses of the area during the next five years so as to keep abreast of developments, both in personnel needs and in equipment and software changes.

The College should continue to provide noncredit offerings as well as credit offerings. There are many short-term, immediate needs that noncredit courses address.

Close cooperation should be maintained between both credit and noncredit segments of the College and business.

10. If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technologies/Secretarial Science, what would that advice be?

Through the advisory committees, through contacts with employers in all segments of the business community, through contacts with employees in office positions, and through continued response to the needs of the community, Office Technology programs should maintain an awareness of the important role they play in the personal and economic development of the citizens of the State. Office Technology programs should also continue to maintain contact with graduates when feasible; graduates are our best public relations representatives.

11. What action(s) does the college plan to take to address the above issues?

As issues arise, the program and the College will address needs and continue to solicit the support of all involved.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Allegany Community College**

PROGRAM TITLE: **Criminal Justice**

PROGRAM HEGIS NUMBER: **5505-01** LEVEL OF AWARDS: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows.**

Educational Goals	Number	Percent
Courses only	7	7
Certificate	8	8
Degree	90	85
Unknown/Blank	0	0
Total	105	100%

Personal Goals	Number	Percent
Exploration of new career area	21	20
Immediate job entry	44	42
Transfer	30	29
Update skills for current job	5	5
Personal interest	3	3
Other/unknown/blank	2	1
Total	105	100%

Source: Admissions records for all students currently enrolled in Criminal Justice programs.

2. **If the original program proposal estimated awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them.**

The certificate program began at Allegany Community College in 1969 and was called Law Enforcement Training. The associate degree Law Enforcement program began 10 years later in 1979. In 1980, the titles of both programs were changed to Criminal Justice Training (certificate program) and Criminal Justice (associate degree program). Original program proposals for these two programs did not estimate awards.

	Certificate Program	AA Program
1971	3	N/A
1972	4	N/A
1973	1	N/A
1974	1	N/A
1975	3	N/A
1976	4	N/A
1977	4	N/A
1978	6	N/A
1979	4	N/A
1980	2	10
1981	5	9
1982	5	12
1983	1	8
1984	0	11
1985	1	10
1986	1	15
1987	1	25
1988	0	14
1989	1	20

During the first nine years of the certificate program and prior to the existence of an associate degree program, annual awards ranged from one to six each year. This trend continued for the first three years (1980-1982) of the AA program. However, beginning in 1983, awards began shifting from the certificate to the associate degree program, reflecting a growing interest of students in a two-year rather than one-year option. For the five-year period of 1983-1987, AA degree awards steadily increased each year. Awards dipped in 1988, but again increased in 1989. With the growing enrollments in this program, it is expected this trend in the number of awards given each year will continue.

3. **What does the college consider to be a minimum number of awards for a successful program?**

As indicated in the response to question 1, there currently are 94 Criminal Justice students enrolled in the fall 1989 semester who indicate their educational goal is to eventually receive either a certificate or an associate in arts degree. If 40 percent of these students achieve that goal, the College would consider the program to be very successful. Not all of these students are expected to graduate in the next two years, however. Nearly one-fourth are attending on a part-time basis and a significant number of full-time students take at least three years to complete the AA program.

4. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

Eight of the 14 Criminal Justice graduates of 1988 responded to the most recent graduate follow-up survey. Five of the eight respondents are employed full-time. The following are their current job titles as reported on the survey forms:

Assistant Manager
Human Resources Police Officer
Secretary
Correctional Officer I
Cashier

5. Describe contacts you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The Coordinator of Criminal Justice programs at Allegany Community College has had ongoing contact with both advisory committee members and others in the local criminal justice field, including the Director of Security for Cumberland's Country Club Mall and the Director of Security for Memorial Hospital. The following organizations are represented on the advisory committee:

Public Defender System of Western Maryland
Maryland State Police
Allegany County Sheriff's Department
Allegany County State Attorney's Office
FBI
District Court Commissioners Office
Juvenile Services Administration
Western Maryland Probation and Parole Office
Cumberland City Police Department

The advisory committee met once during 1989. The committee considered the possibility of requiring a computer science course in the program. Also discussed was the need for additional placements for Criminal Justice interns and the possibility of offering internships each semester instead of only in the spring semester.

Five members of the advisory committee are from organizations that employ graduates of the program.

6. What should be the role of the Criminal Justice program at your community college during the next five years? Consider the issue of in-service versus pre-service training and college versus police academy training.

The role of the Criminal Justice program during the next five years should be the continuation of a concentrated effort to provide students with an educational format that is useful and appropriate to career-related fields. Such a broad-based effort should enable students to be more flexible in preparation for job opportunities currently available and those that are projected for the future.

Given that the U.S. Bureau of Prisons has approved a site in Allegany County for a new $50 million, 750 to 800 inmate correctional institution, a new emphasis can be correctional training and related coursework. This may include coursework related to (1) a more comprehensive understanding of the judicial system, (2) working directly and indirectly with the courts, (3) additional emphasis on criminal administration, (4) conceptualizing and initiating quality release programs, (5) strategic location of halfway houses, and (6) an enhanced use of research and qualitative studies.

Because of the required background screening performed by law enforcement agencies of individuals seeking employment, some discussion has taken place regarding the establishment of a college screening committee which would perform an appropriate background check on potential Criminal Justice students prior to their entrance into the program. After acceptance into the program, we need to continue our efforts to evolve quality intern placements.

There also will need to be an organized and concentrated effort toward articulated programs between Allegany Community College and those institutions offering four-year programs.

In relation to the issue of in-service versus pre-service, it may prove beneficial and appropriate for current police officers, for example, to be exempted from and/or to be able to take challenge exams in areas of expertise while focusing on other areas where growth and new knowledge is needed. These in-service students also may benefit from more specialized coursework with more leverage in the area of independent study. The independent study could be geared to their current employment and be a source of new information for them as well as their respective agencies.

The pre-service orientation will continue to be a rich source of study for those about to enter the field of criminal justice. This provides an understanding of existing programs, agencies, and theories in the field. Pre-service students typically benefit from guest speakers who are currently working in the field.

On the issue of College versus police academy training, the focus of the criminal justice training at Allegany Community College is different from that offered at a police academy. The academy trains individuals in what one may call the "nuts and bolts" of policing. Much instruction is directed towards procedures--the "how" of policing. At the college-level Allegany Community College sees its mission in terms of a responsibility to expose students to theory, organization and applications--the "what and why" of policing. Additionally, our program presents a comprehensive introduction to the criminal justice process and the various criminal justice agencies. The differing emphasis between the Community College program and the police academy training helps to ensure there is not duplication of efforts and that the student has a well-rounded exposure to the criminal justice field.

7. **If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in this field, what would it be?**

We would make the following recommendations:

- Place more emphasis on law and legal studies;
- Include the availability of job placement services;
- Better match course offerings to current student and agency needs;
- Increase emphasis on transfer-oriented programs as the field demands this change; and
- Have more guest speakers talk about career field options and what the field really is like.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

We feel that our current programs are excellent and will improve even more with the addition of a federal correctional facility in Allegany County. There will be an increased need for training and a corresponding number of available jobs. The longevity of full-time teaching faculty, the expertise and experience part-time faculty members bring to their classes, and the high levels of satisfaction reported in follow-up studies of our graduates enable us to rate our programs as excellent. Our flexibility to offer coursework at a variety of times, including day and evening hours, makes it possible for our students to take the courses they need and desire.

9. What action(s) does the college plan to take to address the above issues?

The College will keep in contact with appropriate officials regarding plans for the new correctional facility in Allegany County. It is believed this facility will increase enrollments in the already growing Criminal Justice programs. Additional faculty, particularly on a full-time basis, may be needed. Other adjustments may be made to curriculum to meet the needs for specially trained employees for the facility.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to continue to foster creative partnerships and alliances with the criminal justice community and to work with appropriate federal agencies to develop a correctional education program for the proposed new prison facility that can serve as a national model.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Anne Arundel Community College**

PROGRAM TITLE: **Office Technology**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARD: **AA/Certificate**

1. **How are students <u>using</u> the Office Technology/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technology/Secretarial Science program as follows:**

	Fall 1987	Fall 1988	Fall 1989
Total Enrollment	294	272	258
<u>Educational Goals</u>			
Courses only	25%	23%	29%
Certificate	25%	25%	22%
Degree	47%	49%	46%
Unknown/blank	3%	4%	3%
<u>Personal Goals</u>			
Explore new career/academic area	22%	25%	22%
Career preparation	36%	35%	34%
Transfer	7%	8%	8%
Update skills	24%	21%	23%
Interest	10%	9%	11%
Other/unknown/blank	2%	3%	3%

Source: Office of Planning and Research

2. **Office Technology/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

   - High school enrollments in business education courses are declining.
   - The demand for office workers is so great that businesses are willing to train employees themselves.

- There is a stigma attached to training to become "just a secretary." More diversified fields of employment are open to women than ever before, and men in large numbers are not interested in office skills.

- If a person can type, he or she can get a job, so students think degrees and certificates are not important for entry level jobs.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the college responding to these trends?**

The rapid changes in office technology for both hardware and software put pressure on both the faculty and the budget. The department has eliminated typewriters from the typing program. Typing skills are taught as data entry skills using the personal computer as reflecting the changing technology in the workplace.

Office Administration Technology has experienced five generations of hardware and has added 39 personal computer workstations.

Improvements in software have forced updates in WordPerfect and this will continue. The Administration awarded substantial released time to Office Administration Technology faculty to update their skills in summer 1988.

Trends in the office environment will center around the integration of technologies, networking of equipment, and newer and more sophisticated software packages. The emphasis in the 1990s will be geared toward the way information is entered into and obtained from the computer. Business will be concentrating on the distribution and communication of information.

The Office Skills Center concept introduced in January 1989 is a model facility for the teaching office skills concept.

4. **What types of academic and student support services are available to students enrolled in the Office Technology/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technology/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?**

Students enrolled in the Office Administration and Technology curriculum have access to the full range of student services available to all students at Anne Arundel Community College including academic advising, job placement, financial aid, and career planning. In addition, advising services are available at several off-campus locations.

The Office Administration Technology department does have a unique problem with academic advising: Our self-paced office skills center concept is so different from regular class scheduling that in most cases students are advised to speak to Office Administration Technology Department personnel directly for scheduling instructions. Orientation sessions are also scheduled at the beginning of each semester.

As for special services provided for Office Administration Technology students, the Job Placement Office schedules job fairs specifically for Office Technology students at least once per semester.

A cooperative education/internship experience is available to Office Administration Technology students. It is listed repeatedly in our schedule of classes as an option. However, only a few Office Administration Technology students take advantage of this option, because (1) they do not feel they need the practical experience or (2) they do not need the credits in their Office Administration Technology program.

5. **Does the college have any Office Technology/Secretarial Science 2+2 programs or articulation agreements with local high schools? Are there any articulation agreements with private career schools? If so,how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

Competencies and test instruments for a pilot articulation program were mailed to three Anne Arundel County high schools in April 1985, for the following courses:

Elementary Typewriting
Intermediate Typewriting
Advanced Typewriting
Elementary Shorthand
Intermediate Shorthand
Advanced Shorthand

Participating schools were Chesapeake, Broadneck, and Old Mill high schools.

A total of 53 students passed the competencies. Thirty-one students took elementary typing, and 11 students took intermediate typing.

Eight students tested out of elementary shorthand, while three tested out of advanced shorthand.

In 1986 the articulation agreement was opened to all high schools in Anne Arundel County.

6. **Describe briefly how the Office Technology/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

The Office Technology program at Anne Arundel Community College is administered in a self-paced, individualized instruction format for the majority of courses offered. With the exception of five courses which are taught in a traditional lecture format, all other courses (16) are offered in our Self-Paced Office Skills Center.

We have a minimum of one instructor and one instructional aide available at all scheduled center hours to assist students in the Office Skills Center.

Our program is evaluated by the Dean of Technical and Career Education and the Chair of the Business Technologies Division. At the conclusion of each course the student is given the opportunity to evaluate the course and the instruction.

Our faculty/staff support consists of:

3 full-time professors
4 part-time instructors
1 center supervisor, full-time (supervises equipment and three instructional aides)
3 part-time instructional aides

In addition, our faculty and staff participate in professional development activities, namely workshops at Anne Arundel Community College, FUSE in Washington, the Baltimore Computer Conference and Exposition in Baltimore, the MBEA Convention, and special presentations offered for community college office technology faculty.

Faculty members have also reentered the work force during the summer months to expand their skills.

7. **Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the Committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Our advisory board meets once a year during the spring semester. All members serving on our advisory committee represent business organizations who employ our graduates. The representative from NSA is a graduate of our program.

8. **What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?**

   We sent letters to a large number of local businesses to advise them of our offerings and how our curriculum might benefit their employees.

   Posters have been distributed to libraries, USNA, Westinghouse, NSA, and State buildings describing our program. Additional distribution was made by members of our advisory committee and by our current students to local businesses.

   Faculty have given presentations to several area high school business education classes.

9. **What should be the role of the Office Technology/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue credit versus noncredit offerings.**

   The role of the Office Technology program at Anne Arundel Community College in the next five years should be directed toward the following:

   - Offering courses which reflect current rends in word processing software packages, such as WordPerfect 5.0, 5.1, and 6.0.
   - Being alert to the possible emergence of some other popular word processing packages such as Microsoft Word.
   - Offering courses in desktop publishing.
   - Continuing to offer traditional courses in office skills.

- Creating an awareness among business management majors that the term "office worker" applies to all office employees, not just the secretarial support; and, that all office workers will soon need to take courses in office automation currently offered to students in the Office Technology program.

- Creating a network of office equipment to train students in the sharing of peripherals and to prepare them for the integration of technologies predicted for the 1990s.

- Creating a communications system among terminals and/or a LANs.

Concerning the issue of credit versus noncredit offerings, the College will continue to offer a full program in the credit area, and with the cooperation of continuing education, we will continue to offer continuing education programs. However, under contract education, the secretarial technologies area will be customized for the training needs of area businesses and the community.

10. **If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technology/Secretarial Science, what would that advice be?**

We must convey more information about our state-of-the-art facility, including room environment, professional faculty, support staff, and equipment, and ask students and employers to enthusiastically pass this information on to the community. The flexibility of our offerings, many of which are no longer confined to a standard 15-week semester, should be made known to our community.

11. **What action(s) does the college plan to take to address the above issues?**

- The College will continue to support the excellent work currently being done by the Office Administration Technology faculty.

- The College will continue to provide financial support for part-time instructional aides and a supervisor for the learning labs.

- The College will make the learning labs available to continuing education for noncredit courses and for contract education courses as need arises.

- The College will continue to survey students and employers as to what they want and need. In addition, it will continue to inform employers about the quality of the program.

- The College will continue to support the Office Administration Technology faculty in upgrading their skills and attendance at professional workshops and conferences.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Anne Arundel Community College**

PROGRAM TITLE: **Electronic Data Processing**

PROGRAM HEGIS NUMBER: **5101-01** LEVEL OF AWARD: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	187	30
Certificate	181	29
Degree	239	39
Unknown/blank	8	2
Total	615	100%

Personal Goals	Number	Percent
Exploration of new career field	167	27
Immediate job entry	129	21
Transfer	63	10
Upgrade skills for current job	163	27
Personal interest	84	14
Other/unknown/blank	9	1
Total	615	100%

Source: Student survey administered to EDP students fall 1989.

2. **What factors account for the declining enrollment in this program?**

The following factors account for the declining enrollment in Electronic Data Processing.

- According to publications, it is a national trend.
- There has been a decline of over 50 percent in declared majors since 1982, even though many new curricular options have been offered.
- There is a continuing decline in new students because there are fewer 18-23 year olds. Forty-four percent of our students comprise this age group.

- An increase in part-time students and students taking just three credits.

- Twenty-five percent of the students are already employed and are taking courses to update their skills. These students tend to take fewer courses.

- There has been a decrease in the percentage of students with previous educational experience. Twenty-six percent of our students had previous educational experience in 1983 and in 1987 only 10 percent.

- A significant decline in full-time students. Twelve percent of our students are full-time and 88 percent are part-time.

- Job possibilities exist after completion of just a few courses. The County has an extremely high employment rate. It is our opinion that due to high employment, students are taking a few courses and then leaving to take employment with marketable skills.

- Since the Electronic Data Processing program dates from 1969, the title is very out-of-date and no longer conveys the goals of the curriculum.

3. **If the original program proposal estimated enrollment, how do these projections compare with the actual enrollment? If there are substantial differences, what factors account for them?**

   Information is not available.

4. **What factors account for the declining awards in this program?**

   A large number of students enrolled in the Electronic Data Processing program take only the courses needed to update their professional skills, take courses for personal enrichment, plan to transfer to a four-year institution, and in some cases already possess a degree. These students do not take all the courses required for a formal award and do not graduate as Electronic Data Processing majors.

5. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   The majority of the Electronic Data Processing majors (94 percent in 1989) are part-time students. Over 62 percent of these students began their present professional position before or while attending Anne Arundel Community College.

Follow-up survey data on the Electronic Data Processing program employment outcomes indicate that 53 percent of the students majoring in electronic data processing obtained jobs in the same field, while 37 percent were placed in somewhat related fields. Given the current use of computers in a variety of fields and the changing job categories in the discipline, this question may be very difficult for students to answer appropriately.

6. **What factors account for a satisfaction with preparation for employment that is below the State average?**

Our recalculations indicate that 83 percent of the Electronic Data Processing students were satisfied with their preparation for employment compared with 96 percent statewide. Statistics vary from verbal feedback from advisory committees and students.

The below State average satisfaction figure was due in part to the introduction of the microcomputer into the teaching-learning process in 1985-86 causing a dramatic change in the curriculum and pedagogy of the Electronic Data Processing program which tended to blur its focus. This rapid change may account for why students majoring in Electronic Data Processing felt dissatisfied with their preparation for employment. Also, the field itself changes so rapidly that the jobs may be changing simultaneously.

In the latest survey data, 100 percent of the Electronic Data Processing students were satisfied with their job preparation, compared with 98 percent statewide. We think the most recent report of satisfaction is due to curriculum changes we have made in the past several years.

7. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program.**

Many contacts have been made with employers concerning the Electronic Data Processing program. The division sends out brochures and special course offerings to many county and State employers. Our advisory committee has met three times during the last year and had many contacts through our DACUM (Develop A Curriculum) process.

Our advisory committee consists of members from banking, private industry, State and federal government. The following organizations comprise our Electronic Data Processing advisory committee:

Annapolis Federal Savings
Earnest and Associates
Arinc Research Corporation
Department of Transportation State of Maryland
Anne Arundel General Hospital
Anne Arundel County Public School System
U.S. Naval Academy
Maryland National Bank
Department of Defense
W. R. Grace and Company

We have met three times during the two-year period. During the past year, there were several meetings concerning our DACUM (Develop a Curriculum) process. The changes or recommendations were to: (1) update the Electronic Data Processing title to a more current title such as Computer Information Systems, (2) include an internship or cooperative educational experience as a required course, (3) emphasize the continued need for strong data structure and theory courses, (4) recognize the need for assembly language and problem solving abilities in graduates, (5) provide a basic business package as an option for students.

Most members of the advisory committee employ our graduates. The members of the committee are pleased with our graduates and eager to help us continue to improve our program of study.

8. **What success has the college had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

Since 1985, the Computer Technologies Division acquired: three microcomputer labs containing twenty work stations each, a Novelle Local Area Network, a PRIME EXL 386 UNIX-based mini-computer system with dial-in capability, replacement of IBM PC's with Model PS/2-50Z microcomputers and numerous compilers including ADA and OS/COBOL. In addition, the Computer Center was upgraded to an IBM 4381.

The College added microcomputer labs at Ft. Meade, Archbishop Spaulding High School, the Glen Burnie Center, and the Business and Industry Training Center for off-campus instruction in Electronic Data Processing.

The acquisition of equipment and the committed expansion of computer laboratories ensures state-of-the-art facilities to support the teaching-learning process for Electronic Data Processing majors.

9. **If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in this field, what would it be?**

The most important thing is to keep the title of your program current so that it accurately reflects the job market and the training that is required. Stay in constant touch with business and industry for feedback concerning curriculum and employability of your graduates. Market your program effectively in the community.

Lastly, pursue articulation with high schools and four-year institutions to ensure students have well-defined academic pathways that are open ended. Now that the Electronic Data Processing program is articulated with University College, students can perceive future educational routes for the lifelong learning needed in computer related disciplines.

10. **What action(s) does the College plan to take to address the above issues?**

We plan to change our Electronic Data Processing title to Computer Information Systems, to make a practicum a required component of the Electronic Data Processing as recommended by our advisors, to review our curriculum on a regular basis for its timeliness, and to market our program throughout the community by fliers, brochures, and direct contact. We also will continue to foster the close linkage with secondary schools and with industry.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Anne Arundel Community College**

PROGRAM TITLE: **Manufacturing Technology**

PROGRAM HEGIS NUMBER: **5315-01** LEVEL OF AWARD: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	0	
Certificate	0	
Degree	5	100%
Unknown/blank	0	
Total	5	100%

Personal Goals	Number	Percent
Exploration of new career field	2	40%
Immediate job entry	0	
Transfer	0	
Upgrade skills for current job	3	60
Personal interest	0	
Other/unknown/blank	0	
Total	5	100%

Source: ARM012 Student Demographics

2. **What factors account for the declining enrollment in this program?**

The Manufacturing Technology program was first offered at Anne Arundel Community College in fall 1987 with the support of the Society of Manufacturing Engineers. The program was a conversion of the old Mechanical Engineering Technology curriculum which was discontinued by the College in the fall of 1986 with an annual enrollment of 121 students. Only five students enrolled in the new Manufacturing Technology program in fall 1987. The following fall (1988), ten students enrolled, but only five students were enrolled in the program for fall 1989.

With the decline in the manufacturing segment of our society, students are not motivated to enroll in the program. Although the metropolitan Baltimore area still has a large manufacturing base, it has been in rapid decline over the past few years.

It is now obvious that the industry will not support a college-level program in manufacturing. The College plans to discontinue this program with the fall 1991 semester. Many of the courses will become part of the Engineering Technology curriculum which is projected as a new program for fall 1991. The Engineering Technology program will have technical electives which will permit students to design their program with courses to suit their needs.

3. **At what level does the college expect the enrollment to stabilize?**

Enrollments will not substantiate the continuance of the program. Enrollments have stabilized at a level well below that which would be required to continue the program.

4. **What factors account for the declining awards in this program?**

No awards have been made due to the short time the program has been offered and the small enrollments. All of the students currently enrolled are part-time students. One student will complete the AA degree program this year.

5. **What factors account for the low placement of students in full-time jobs related to their field of training?**

The program has no graduates.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Since there are no graduates from this program and only five students currently enrolled, the College cannot submit additional information from "at least 15 students."

7. **What success has the college had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

The College has purchased a Teaching Computer Numerical Control Mill with software to enhance its Numerical Control course. The Computer-Aided Drafting and Design Lab has been upgraded from 11 to 16 stations and has added CADKEY software to its offerings. The basic courses in materials and manufacturing methods have not required new equipment purchases.

8. Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program.

Each summer letters and brochures were mailed to over 500 industries in the Baltimore-Washington industrial area. A recent survey indicated that the manufacturing base in this area is declining and is projected to continue to decline through the 1990s. The Baltimore Chapter of the Society of Manufacturing Engineers (SME) has served as the advisory council for this program. No meetings have been held during the past year, and the College's educational committee has made no recommendations for changes in the program.

9. What action(s) does the college plan to take to address the above issues?

The College plans to discontinue the Manufacturing Technology program after the spring semester 1991. Most of the courses will be retained as technical electives for the Engineering Technology curriculum which will be activated with the fall 1991 semester. The College plans to survey the major industries in Anne Arundel County to assess their technical needs in both courses and programs.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Before a final decision is made about the future of this program, the College is urged to consult with the Department of Economic and Employment Development and the Greater Baltimore Committee about projected regional needs for technicians in the manufacturing sector.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Community College of Baltimore**

PROGRAM TITLE: **Teacher Education Transfer**

PROGRAM HEGIS NUMBER: **4960-01** LEVEL OF AWARD: **AA**

The College has not included a description of the Teacher Education Transfer program in its catalog since 1985-1987. No new students have been admitted into this program since fall 1987. The College believes that its revised General Studies program is ideally suited to students seeking to prepare for entrance into the third year of a Secondary Education curriculum at a four-year college or university. On the advice of SBCC personnel, the College has requested no formal action for this program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The demand for minority educators who can serve as role models to an increasing minority school-age population is continuing to grow. Before a final decision is made about the future of this program, the College is urged to consult with the Baltimore City public schools and the area four-year colleges offering teacher education programs about potential articulation efforts that might result in a comprehensive 2+2+2 program designed to encourage minority students to pursue a career in teaching.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Community College of Baltimore**

PROGRAM TITLE: **Secretarial and Office Sciences**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARD: **AA/Certificate**

1. **How are students using the program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	62	39
Prepare for entry into different career	35	21
Update skills for current job	42	25
Prepare for transfer to 4-year college	13	8
Self-enrichment/personal interest	3	2
Other	9	5
Total	164	100%

Educational Goals	Number	Percent
Complete selected courses	42	25
Earn a Certificate	21	13
Earn an Associate in Arts degree	101	62
Total	164	100%

Source: Admissions Data

2. **Office Technology/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

The following statements give credence to a decline in credit enrollment of the Secretarial Sciences program:

- Graduation requirements: The current graduation requirements in Maryland limit student access to vocational-technical education.

- Poor secondary education training: Poor language arts skills affect the abilities of students to master secretarial skills.

- Articulation: Between secondary and postsecondary schools, articulation agreements are inconsistent.

- Unflattering image: The typical secretary is perceived as making coffee and doing personal errands for her boss.

- Bad press.

- Low salaries: Females are moving toward higher paying male-dominated positions.

- Secretaries are passe': The erroneous notion is that secretaries are being replaced with the microcomputer.

- Dead-end job.

- Dramatic age increase in the "typical" community college student: Fewer 18 year-old students exist; the returning/displaced older adult is the norm.

3. What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the college responding to these trends?

Critical to the future direction of our Secretarial Science program is the need to provide students with training which not only develops their skills but which allows them to adapt to the technological advances that are taking place in today's office environment. The trends in the rapidly changing office automation field that we see as most critical to the future direction of our program are:

- By the year 2000, approximately 90 percent of all workers will be office workers.

- There will be an increasing number of openings for capable support staff, but fewer qualified individuals will be available to fill these openings.

- The new office workers will be required to exhibit strong technical and interpersonal skills.

- Business will look to educators as partners in preparing these individuals for office positions.

- Office workers will need more extensive preparation and will require lifelong education and retraining to keep pace with changing office technology and marketplace demands.

- Individuals will continue to find satisfying careers in the office environment as their contributions are more appropriately recognized, as salaries, benefits, and career opportunities increase, and as responsibilities expand with technological advancement.

The Community College of Baltimore is responding to these challenges in the following ways:

- Our downtown campus is being developed into a Business and Industry Center geared to the corporate community.

- Programs and courses are being developed to train and retrain employees.

- Proposals are being developed to offer City and corporate employees short-term courses to update skills.

- Programs are being restructured.

- Traditional courses are being taught using the computer.

- Instructors will be trained to demonstrate computer competency and the ability to work with computers in all courses.

4. **What types of academic and student support services are available to students enrolled in the Office Technology/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technology/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess the component of the program?**

The Division of Student Affairs, Office of Career/Counseling Services provides support services in career exploration, self-assessment, transfer information, job readiness, and career testing.

The Vocational Support Services Team of the Division of Student Affairs provides special support services to students who are enrolled in vocational programs at the College. The VSST services include: academic and career advising, career awareness, computerized career information, career interest inventory, counseling, job readiness services, peer and professional tutoring, and the services of a handicap coordinator, a retention specialist, and a job placement coordinator.

The Secretarial and Office Sciences Department has a laboratory located in the Business and Industry Center. The staff provides free academic services to students, including tutoring in word processing, shorthand, typewriting, and business computer applications, as well as individualized review, makeup work, and testing. Support services are also provided to students in all academic areas, as well as to the community at large, by making the equipment available in the Secretarial and Office Sciences area for open laboratory use.

Members of the Secretarial and Office Sciences advisory board have also provided support services to the department. Members conducted mock interviews with students as part of a job readiness program. The participating board members evaluated the student interviewing techniques and resumes and provided individual feedback to the students on job search strategies.

The Secretarial and Office Sciences Department has conducted for several years a special orientation/academic advisement session for several days/evenings per semester. These sessions are for students currently enrolled and for new students who are interested in registering for Secretarial Science courses. Students are provided with information on all degree and certificate program offerings. They are also given a mini-orientation session which includes counseling from Career Services and the Office of Placement and Cooperative Education.

The program includes both a cooperative education segment, COP 113, Secretarial Co-op, and a new internship experience, ST 250, Secretarial Internship. COP 113 is a three-credit course which has been in existence for six years. ST 250 was incorporated into all Secretarial programs during the spring 1989 semester.

The internship experience provides Secretarial and Office Sciences students with invaluable work experience, an opportunity to apply skills learned in the classroom to an actual work environment and a chance to learn the value of interpersonal skill development in an office environment. The internship has been offered for only one semester, spring 1989, and therefore needs a longer period of time and more student participation to make reliable assessments.

5. **Does the College have any Office Technology/Secretarial Science 2+2 programs or articulation agreements with local high schools? Are there any articulation agreements with private career schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

The Secretarial and Office Sciences program didn't develop a 2+2 program or an articulation agreement with local high schools two to three years ago when other College divisions were formulating articulation agreements. The Department felt that the credit-by-examination would better serve the students and the department than articulation agreements. These examinations have been in place since the early 1970s. Through the years, the department has continued to revise and upgrade the examinations and the testing procedure.

The Secretarial and Office Sciences program has an articulation agreement with Strayer Business College. An articulation agreement is currently being worked on with the Baltimore City Public Schools Vocational-Education Division and should be finalized by spring, 1990.

An average of 15 students per year take advantage of the credit-by-examination and the credit-by-work experience programs.

6. **Describe briefly how the Office Technology/Secretarial Sciences program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

Since September 1989, the Secretarial Sciences program has been administered and evaluated by the Assistant Dean of Business and Information Systems. There are two program coordinators who are directly responsible for the Secretarial Science and Word Processing programs. A discipline coordinator has been given the responsibility for handling routine administrative details and serves as the liaison to the Assistant Dean for the secretarial faculty. The program coordinators revise and write syllabi, review the programs and make recommendations for changes, advise students about courses, and recruit at local high schools.

There are currently four full-time faculty members teaching full loads for the fall semester; one full-time faculty is on loan to the Computer Information Systems discipline. There are six part-time faculty members, making the ratio 3:2 of full-time to part-time faculty.

Secretarial faculty members are active participants at State, regional, and local sponsored conferences, workshops, and seminars.

The College administrators have seen the need for faculty involvement in professional development; therefore, a faculty development coordinator has been appointed with part-time status to develop and sponsor in-service, educational seminars and workshops.

Current work experience during summer months in temporary agencies provides for sharpening of teaching skills, occupational updating, and keeping vocational skills current.

7. **Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The primary contact that the department has with employers concerning curriculum offerings and the need for the program is through the advisory board members. The advisory board meets twice a year.

The following suggestions/concerns were presented and discussed at the advisory board meetings:

- Offering brush-up courses in stenography to City employees to help the City fill its demand for stenographers.
- Serving two populations--those seeking courses only and those seeking a complete program.
- Offering short courses in word processing and computer related areas to City employees as well as to all students in the College and the community at large.
- Acquiring more equipment for the department, especially computer hardware and software.
- Offering credit and noncredit courses in the same class.
- Working on articulation with the Baltimore City public high schools.
- Beginning an internship program in the spring 1989 semester.
- Reinstituting a chapter of Phi Beta Lambda for business students at the College.
- Reconvening the internship subcommittee to discuss volunteer versus paid internship positions.
- Developing a curriculum for the new Welfare to Work program.

- Changing the touch shorthand degree program to a certificate program.

For the academic year 1988-1989 approximately 75 percent of the members of the program advisory committee who represent outside organizations employ graduates of the Secretarial and Office Sciences program.

8. **What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?**

Most of the awareness initiatives relating to the changing nature of jobs in the office technology field is through career seminars in the middle schools and high schools; through a very active Secretarial and Office Sciences advisory committee; by articles in the registration pamphlet that is distributed City-wide twice a year; with articles in the College's student newspaper; by distributing brochures through the College's recruiters and when faculty members are recruiting at City high schools, at the City Fair and at the College's Fair.

9. **What should be the role of the Office Technology/Secretarial Sciences program at your community college during the next five years? As part of your response, consider the issue credit versus noncredit offerings.**

The responsibilities of office workers now necessitate a mastery of automated office equipment. Data processing and word processing are both part of an integrated communications system. Postsecondary office technology curricula must be based on building skills and knowledge that are relevant to the electronic office. The instructional technology must facilitate the education of the whole office worker.

The role of the Secretarial Sciences program at the Community College of Baltimore during the next five years must be one of creativity and initiative. The recent revision of the Secretarial Sciences program has placed the department in a position whereby it is able to offer up-to-date courses for our own students and also to act as a support department for other curricula. An example of this is our development of a computerized keyboarding course which should be very attractive to students in Business Administration and CIS and to members of the general public.

We also developed and are now requiring in most of our programs one-credit courses in databases, spreadsheeting, word processing, and desk-top publishing. We are presently working with the Business Administration and CIS coordinators in an attempt to articulate these courses with their offerings. We feel that these one-credit courses will also meet the needs of the general public for instruction in computer literacy and microcomputer applications.

The downtown campus of the Community College of Baltimore has been designated as the Business and Industry Center. It is anticipated that this Center will offer courses designed to meet the needs of local business and industry in both credit and noncredit offerings.

10. **If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate of Arts degree as an important credential for those pursuing a career in Office Technology/Secretarial Science, what would that advice be?**

Office workers, secretaries in particular, must now be generalists. It is no longer sufficient to possess a narrow range of skills. The job prospects for a person who can simply type or file or whatever is dim. The only thing of which an office worker can be sure that his/her office environment will be changing rapidly. The emergence of the "PC on every desk" environment guarantees that limited skills and limited adaptability will result in limited opportunity.

An AA degree program which stresses a mastery of communications and mathematical skills, which demands an ability to reason, and which fosters a confidence in one's ability to adapt to a changing environment, coupled with those specific skills necessary in the current job market, should ensure a graduate a speedy entry into a well-paying job. More important, however, a broad background will enable the graduate to enjoy the challenges presented by the new technologies, rather than succumbing to fear of obsolescence.

We would, therefore, stress to our colleagues in community colleges throughout the State that they should promote the AA degree as an important credential because those students who possess the AA degree could also possess a passport to upward job mobility and the knowledge and attitudes necessary to succeed in further formal education. Most important of all, however, they should be firmly set on the path to lifelong learning imbued with the knowledge that the need and desire to learn should not stop at the schoolhouse door.

11. What action(s) does the college plan to take to address the above issues?

The College will continue to encourage and support the high level of motivation and creativity evident in the faculty of the Secretarial Sciences program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Community College of Baltimore**

PROGRAM TITLE: **Mass Communications**

PROGRAM HEGIS NUMBER: **5008-01** LEVEL OF AWARD: **AA**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program.**

Educational Goals	Number	Percent
Courses only	10	12%
Degree	72	86
Unknown/blank	2	2%
Total	84	100%
Personal Goals		
Exploration of new career field	18	21%
Immediate job entry	27	32
Transfer	30	36
Upgrade skills for current job	0	0
Personal interest	5	6
Other	4	5
Total	84	100%

Source: Admissions data

2. **What factors account for the declining enrollment in this program?**

The fall 1989 enrollment of 84 Mass Communications majors represents a 20 percent increase over the previous year but it is still a significant decline from the higher numbers of the early 1980s. And while the decline in part reflects a general decline in enrollment at the College, there is another factor specific to Mass Communications which has contributed to the decline in enrollment. An unstable Mass Communications faculty resulted from transfer, resignation and retirement and this instability damaged the continuity of the program and weakened recruitment efforts. During the summer of 1989 the College hired two young, energetic faculty for the program and it is expected that through this effort enrollment will rise to its previous levels.

3. **What factors account for the declining awards in this program?**

4. **At what level does the College expect the awards to stabilize?**

The number of awards has decreased over the last three years in small enough increments to be viewed as a reflection of the overall enrollment decline. In fact, the award ratio for this program at the College has equalled or exceeded the statewide ratio over the past three years. We anticipate that as enrollment increases the award ratio will continue at about the same level (2:1). A major reason that relatively few awards are earned was voiced by two students who recently completed internships at local broadcasting facilities. They observed that most of the professionals with whom they worked had no formal degrees and had been trained on the job.

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

Number of Respondents: 15*

Full-time job, directly related	13%
Full-time job, somewhat related	7%
Full-time job, not related	20%
Part-time job	20%
Seeking work, not employed	13%
Other (student, homemaker)	27%
Transferred regardless of employment	7%
Achieved personal goals	27%
Satisfied with instruction in program	93%

* Five graduates; eight current students

6. **What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the college?**

The discipline cost per credit hour is higher for the Mass Communications program than the average discipline cost at the College because of the cost of specialized equipment and space. Additionally, class size is significantly smaller than an average lecture class and lab assistants are needed in order to provide technical "hands-on" instruction. The recent staffing changes referred to in question #2 should bring the discipline cost in line with the statewide costs for this program .

7. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Contacts with employers regarding the Mass Communications program are made through personal contacts and inquiries as well as through the advisory committee. Types of organizations represented are community groups, radio and television stations, production houses, magazine publishers, newspapers, public relations companies, cable companies, and corporations using media facilities. The advisory committee has only met once over the past year due to change in faculty. Five of the members have hired former students. Because new faculty are just coming on board, assessment of the past recommendations not available.

8. **What success has the college had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions.**

   Recent purchases made this year include 1/2" editing equipment, a production switcher, and two new camcorders. A fund-raising effort was recently conducted (fall 1989) raising approximately $5,800 for updating the student radio station for production purposes.

9. **What action(s) does the college plan to take to address the above issues?**

   - Develop a 2+2 program with Walbrook High School.
   - Increase quality and quantity of participation with community organizations.
   - Establish new relations with the advisory committee.
   - Increase relations with the business community and industry to provide professional development courses.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The Community College of Baltimore is urged to explore the feasibility of developing a 2+2+2 Mass Communications program that would involve Walbrook High School, the College, and a senior institution in the metropolitan area that offers a baccalaureate level program in mass communications.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Community College of Baltimore**

PROGRAM TITLE: **Operating Room Technology (Statewide)**

PROGRAM HEGIS NUMBER: **5211-01** LEVEL OF AWARD: **Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	0	0%
Certificate (only accepted)	20	100
Degree	0	0
Unknown/blank	0	0
Total	20	100%
Personal Goals		
Exploration of new career field	20	100
Immediate job entry (award program)	20	0
Transfer	0	0
Upgrade skills for current job	0	0
Personal interest	0	0
Other/unknown/blank	0	0
Total	20	100%

Source: Entrant Follow-up

2. **What factors account for the declining enrollment in this program?**

3. **At what level does the college expect the enrollment to stabilize?**

Enrollment has not declined but has been stable since 1976 at 20 students per year. The College expects to continue to enroll 20 students per year in this program. An appearance of a decline in enrollment on the PDM report results from students not formally accepted into the program being coded as "majors" in the data system. Over the last several years this situation has been corrected and controlled.

4. **What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the college?**

The cost per credit hour is higher than the average at the College because of small class size and the high cost of laboratory and clinical affiliation. The College is investigating ways the high cost of this program might be lowered without affecting the quality of instruction.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   - Employers are involved with the clinical portion of the program and are directly responsible for the hiring of potential graduates. The program is affiliated with seven hospitals in the City, and many graduates are working in non-affiliating hospitals. Many hospital positions now require applicants to have completed a program in Operating Room Technology. This is a statewide designated program and the only such program in the immediate area.

   - The advisory committee is composed of clinical specialists in periopera-nursing at the following hospitals: Francis Scott Key Medical Center, Franklin Square Hospital, Liberty Medical Center, Johns Hopkins Hospital, Veterans Administration Medical Center, Baltimore County General, and Sinai Hospital.

   - The advisory committee meets annually as a whole and communicates regularly through clinical rotations. One problem noted includes the need for additional clinical days. Due to the program's already intense schedule, additional hours have been difficult to fit in. The hospitals are very impressed with the program and the performance of the students.

   - All but one of the hospitals employ our graduates and that hospital requires a Civil Service exam.

6. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

   - This program is managed by a faculty coordinator. Some students completing the program are evaluated by a national standardized test administered by the Association of Surgical Technologist. Our pass rate is about 50 percent the first time; however, the profession does not mandate passage as a requirement for employment. The coordinator is evaluated in the classroom every other year.

- There are no part-time faculty.

- To keep abreast of new developments, faculty are members of the Association of Operating Room Nurses and attend workshops sponsored by the "AORN." Clinical participation is current.

7. Make a value judgement about the quality of the program. Is program quality low? Satisfactory? Excellent?

Excellent from the perspective of the clinical affiliations and their response in hiring graduates. Most students have a job offer before completion of the program.

8. What actions has the College taken to promote the statewide designation of this program?

Statewide designation was granted this program in 1988. The College promotes this designation in its catalog and in all literature describing this program.

9. What action (s) does the College plan to take to address the above issues?

The College will encourage the hospitals to require graduation and the passing of the national examination as employment criteria. The coordinator will review a computer list of all majors and see that students not accepted into the program do not report as a "major" exhibiting the code 090.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to promote more vigorously the statewide status of this program as a marketing device for attracting students from other political subdivisions who might not otherwise enroll in the program.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Community College of Baltimore**

PROGRAM TITLE: **Early Childhood Education**

PROGRAM HEGIS NUMBER: **5503-01** LEVEL OF AWARDS: **AA**

1. **What factors account for the declining enrollment in this program?**

2. **At what level does the College expect the enrollment to stabilize?**

The declining enrollment in this program is a result of several factors. First, it reflects a collegewide decline in enrollment. Second, it has resulted from unstable staffing. In 1987-1988 the College was unable to replace faculty for this program because of a City-dictated salary-savings initiative. During the summer of 1988 the College hired a highly qualified faculty person to coordinate this program and increased enrollment is already evident. The College expects that enrollment will continue to increase to pre-1986 levels.

3. **What does the college consider to be a minimum number of awards for a successful program?**

The College believes a successful Early Childhood Education program should maintain a full-time enrollment-to-award ratio of at least 1:1.

4. **What factors account for the declining awards in this program?**

The declining number of awards in this program reflects the decline in enrollment. Other factors, however, include the fact that students tend to be older females with family responsibilities and a need for immediate full-time employment; the fact that many students need a lengthy series of developmental courses and become discouraged before achieving their AA; and the fact that many courses require lengthy and inconvenient field experiences in addition to the classroom instruction. The latter problem could be reduced if the College could dedicate instructional space/resources for this program.

5. **Follow-Up Survey**

Sixty-six students in the Early Childhood Education/Secondary Education program were surveyed during the spring 1989 semester. Results are as follows:

	Number	Percent
Sex		
Female	64	97
Male	2	3
Employment Status		
Employed	61	100
Full-time	45	74
Part-time	16	26
Unemployed	5	8
Occupation		
Aide/Assistant	16	26
ECE program senior staff	1	2
Classroom teacher	15	25
Program director/administrator	5	8
Other ECE related	8	13
Other unrelated	16	26
Hours		
Full-time (37-40 hours)	45	74
Part-time (a.m.)	3	5
Part-time (p.m.)	6	10
Student Status		
Full-time	8	12
Part-time	58	88
Parental Status		
Have children below 14 years old	26	39
No children under 14 years	40	61

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Meetings and program development task forces/committees with varied agencies and programs have identified specific competencies that are to be translated into program modifications. Among the groups that have been consulted are:

- Baltimore City Public Schools--substitute teachers, aides
- Office of Economic Development, Baltimore City
- Maryland Committee for Children, Program Membership
- Maryland Child Care Association
- Mayor's Office for Children and Youth
- Baltimore City, Urban Services Agency
- Baltimore City, Department of Recreation

Programs that accept students for field placements respond to surveys that ask for program feedback.

Site visits to current and potential field placements involve interviews with program administrators.

The program advisory committee has convened once during the past year. The committee has representatives from the Baltimore City Public Schools, Maryland Child Care Association, Maryland Committee for Children, the Department of Human Resources, Office of Licensing and Regulation, and the Mayor's Office for Children and Youth, Baltimore Department of Recreation, Urban Services Agency Day Care Division, and Morgan Head Start.

The committee has recommended changes in the program. These include:

- Revising the State certification courses

- Introducing courses related to language development and reading readiness

- Reviewing the length of field placements

7. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

This program is administered by one full-time early childhood coordinator with additional responsibilities for the special education program. All other Early Childhood Education courses are taught by five part-time instructors.

8. **If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in this field, what would it be?**

   Because the field is emerging as a critical link to the resolution of social service needs, it would be useful to (a) demonstrate the continuum on the career ladder from entry level positions to those of higher professional rank; (b) affirm the linkages by articulated agreements between secondary schools, community colleges and four-year institutions; (c) embrace the Child Development Associate (CDA), competency based instructional program as a means of introducing the field to entrants with developmental program needs; (d) engage in direct marketing to Early Childhood Education service programs as well as secondary school graduates; offer on/near site nontraditional hour child care for day, evening and weekend students; (e) provide student family and studies management support that match the profile of the student targeted for instruction.

9. **What action (s) does the College plan to take to address the above issues?**

   - Re-establish more direct relationship with Dukeland Child Development Center as a laboratory training site for the students of the program (in progress);

   - Enhance library holdings (in progress);

   - Develop program certificate options to the AA degree program (infant care, school-age care, program administration, school substitute certification);

   - Send mailings of program offerings to child day care programs and the Baltimore City school system;

   - Participate in the Council of Community College Early Childhood Coordinators/Directors.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Catonsville Community College**

PROGRAM TITLE: **Office Technology**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARD: **AA/Certificate**

1. **How are students <u>using</u> the Office Technology/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technology/Secretarial Science program as follows:**

Personal Goals	Number	Percent
Exploration of new career field	12	14
Immediate job entry	35	41
Transfer	9	11
Upgrade skills for current job	15	17
Personal interest	7	8
Other/unknown/blank	8	9
Total	86	100%

Educational Goals	Number	Percent
Courses only	18	21
Certificate	16	19
Degree	43	50
Unknown/blank	9	10
Total	86	100%

Source: Office of Institutional Research.

2. **Office Technology/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at they very time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

Over the past two years enrollment has remained the same, but for the past six years it has declined.

It is the perception of both the Office Technology faculty and the employers seeking students that office work is still considered boring and monotonous. Potential students are reluctant to put time and effort into additional schooling for work considered "for women only," a perception which automatically assumes that the jobs do not pay well and that the worker is subservient. Students are unaware of the increasing number of the entry-level jobs that offer a career path with monetary rewards and more stimulating and challenging work.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

The trend towards computerization of the office that has been in process for the past 12 years will continue. There will be more and more integrated and communication software. The department has in the past three years reorganized the curriculum and the lab to support it. The changes made have allowed innovations in both hardware and software to be more readily integrated into existing courses and programs. Perhaps the most significant work has been to incorporate LAN capabilities. The next major departmental effort will be to develop more fully a desktop publishing curriculum which is IBM and IBM compatible PC-based. In short, the program is designed to be flexible and capable of incorporating rapidly developing software. Students enrolled in the curriculum will be exposed to the newest skills, techniques and concepts so that when they enter the modern office environment, they will be familiar with the modern office and capable of adjusting and adapting to what that particular office requires of them.

4. **What types of academic and student support services are available to students enrolled in the Office Technology/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technology/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?**

All full-time degree and certificate-seeking students are assessed to determine appropriate placement. Students whose academic skills are deficient are placed in developmental courses and programs in English, math, and reading. The Office Technology faculty, who advise the majors, meet with each student to plan a course of study and to review progress. Students are also encouraged to seek the services of the Counseling Center and the Career Development Center.

Students may elect to take 1-2 credits of cooperative education as part of their Office Technology program. Co-op students develop, with the help of a faculty advisor and an employer, a cooperative education experience which will provide a meaningful and challenging experience in the workplace. The goals established for this cooperative course are designed to encourage exposure and provide for growth. These goals are reviewed by the student, faculty advisor, and the employer midway in the course and changed, if necessary, to ensure that students are provided opportunities for significant and stimulating assignments on the job.

The faculty and the employers who have taken co-op students consider the course to be very worthwhile. Students have co-oped, for example, with Rouse Company, Columbia Freestate, and a local law firm. In all cases, the experience was considered valuable and has prompted the employers to hire the students as full-time employees. In the past 3-4 years, approximately three students per year have opted to take the co-op course. Many students, especially those already working in an office, are often reluctant to work at another place or to travel longer distances where the opportunities for co-ops exist.

5. **Does the College have any Office Technology/Secretarial Science 2+2 programs or articulation agreements with local high schools? Are there any articulation agreements with private career schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

The College has an Office Technology articulation agreement with Baltimore County high schools. Students can articulate up to 13 credits for skills learned in their high school program. The College also has articulation agreements with two private career schools. About five students per year take advantage of these agreements.

The program gives students credit for knowledge and skills already learned, allows them to learn more complex concepts and techniques in their first year of college and to finish their program of study sooner. The program was also designed cooperatively with the three community colleges in the county: Essex, Dundalk and Catonsville. The agreement provides consistent granting of credits for all Baltimore County high school students.

The major weakness is that many of the high schools are not making students aware that the agreements exist.

6. **Describe briefly how the Office Technology/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

The Office Technology Department, which is a part of the Business, Social Science and Human Services Division, is chaired by a full-time faculty member who supervises and evaluates the faculty, schedules classes, develops and evaluates the courses and programs, and maintains contacts with employers and vendors. The department is staffed by two full-time instructors, two full-time instructional aides, two part-time instructors, and two part-time instructional aides. The lab is open six days a week, including evenings and Saturdays, for a total of 55 hours. Full-time instructors and aides cover 45 1/2 hours per week; part-time staff cover the remainder of the time.

The program is unique at the College since it offers a complete credit program running simultaneously with a credit free program throughout the year. The program is both self-paced, individualized, open-entry/open-exit and traditional lecture-discussion. This design allows numerous courses to be started at any time. The design of the program better accommodates students and uses staff, equipment and space more efficiently. The department offers 13 self-paced courses and 13 sections of seven traditional course offerings. Adjunct faculty teach four or five of the traditional courses.

The program was evaluated in the spring of 1988 (an internal audit by the Business Division) and is scheduled to be evaluated by the Curriculum Center in spring of 1993. Students evaluate the faculty once a year.

The department faculty are active in seeking knowledge of new developments and trends in Office Technology education. In 1989 several of them attended the Maryland Business Education Association conference on desktop publishing, an IBM seminar on networking, the Music System, and the new OS2 operating system, and a U.S. Government show which displayed the latest hardware and software for Office Technology.

7. **Describe the contacts you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The advisory committee met once in 1989 at which time it advised the department to keep the shorthand requirement and expressed a need for a lower level certificate in data entry. All of the advisory committee members currently employ graduates or students currently enrolled in the program.

8. What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?

Over the next five years, the department must continue to incorporate changes in hardware and software into the program and its lab; however, it should promote and advertise more courses in keyboarding and word information processing to faculty and staff at the College and to those people outside the College--from warehouse personnel to engineers--since it is well-known that such skills will be demanded of a broader range of people (blue collar and white collar).

The growth for the program will be in the short-term, credit free courses for students desiring to learn keyboarding skills and the most user-friendly word information processing software.

10. If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technology/Secretarial Science, what would that advice be?

There is a definite need to convey to potential students that the office technology career ladder includes the opportunity for people with initiative and desire to "leap" from clerical positions to more challenging and rewarding supervisory and managerial positions in the modern office.

11. What action(s) does the College plan to take to address the above issues?

- Continue the public relations efforts already started: mailers and brochures; seminars; faculty presentations to classes, clubs and organizations.

- Encourage public media (newspapers and TV) to investigate and publicize changes in the office career field and to portray the special stories of students who have acquired attractive and rewarding office jobs.

- Request the College's new Director of Marketing to identify as a special priority funds and resources to promote the program.

- Expand the present advisory committee to include a larger representation of office technology employers.

- Purchase laser discs to store self-paced instructional materials.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Catonsville Community College**

PROGRAM TITLE: **Computer Service Technology**

PROGRAM HEGIS NUMBER: **5105-01** LEVEL OF AWARD: **AA/Certificate**

1. **What factors account for the lack of enrollment in this program for the past two years?**

   This program, as well as other electronics technology related programs, has experienced an enrollment decline that is consistent with a nationwide trend. Initially, fewer vocational high school electronics students are graduating in our service area. Those that do graduate are offered numerous employment opportunities without first being required to have some postsecondary education. Also, first semester freshmen students with electronics service competencies are attached to other curricula that make use of these skills, e.g., Auto Technology, CAD, and Data Communications.

   Computer Service students currently employed full-time have come primarily from companies that are defense contractors. As contracts to these organizations have declined recently, so have new employment opportunities. With fewer new hires as electronics specialists, there have been fewer personnel requiring technical upgrading.

2. **If the original program proposal estimated enrollment, how do these projections compare with the actual enrollment? If there are substantial differences, what factors account for them?**

   The fall 1989 Computer Service Technology enrollment of 79 students is far short of the 200 projected for the program in 1983. The program was developed during a "boom period" when electronics technology students were requesting courses in service specialties and other vocational programs were doing well.

3. **For graduates who secured full-time employment, list all occupational titles reported on the most recent follow-up survey.**

   A 1989 College follow-up survey of graduates requested information about occupational titles of Computer Service Technology graduates working full-time; however, the results of that survey have not yet been made available. Informal inquiries by the department chair and the curriculum coordinator of graduates and non-graduates recently hired in the field provided the following job titles:

Computer Hardware Specialist
Computer Service Technician
Computer Systems Manager
Computer Systems Repair Manager
Field Service Engineer/Technician
Field Service Technician

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The program advisory committee last met November 21, 1988 at which time it discussed and recommended the following: include most of the major programs and some applications programming packages in the program, allow students a choice between Math 156 and CIS 116, consider dropping the physics course from the curriculum but include some physics in the peripherals course (ELE 236) and/or instruction in mechanical/gear drives in ELE 171.

Advisory committee members represent the following companies and/or organizations: AAI Corporation, Chesapeake and Potomac Telephone Company, Control Data Institute, Digital Equipment Corporation, Hewlett Packard, Martin Marietta, Maryland Department of Transportation, NSA, Rexnord Automatic, and Xerox Corporation. Of the 10 employers currently members of the advisory committee, seven employ graduates.

5. **Make a value judgement about the quality of the program. Is the program quality low? Satisfactory? Excellent?**

We believe the program to be excellent. The courses have been carefully planned and delivered to include necessary theoretical concepts as well as a strong emphasis on hands-on computer use. The microcomputer service laboratory is outfitted with actual PCs and peripheral equipment rather than educational simulators. Actual laboratory experiments include both computer software and hardware experience.

The College established a computer repair facility in 1985. Currently two full-time technicians are responsible for all of the College's personal computer equipment (several thousand individual items). Students in the Computer Service Technology program have, as part of their laboratory program, service opportunities with this facility. Most students take advantage of these "real" on-site and repair lab experiences.

6. Does the program meet a clear and important need in the College's service area? Should the program be discontinued?

Local companies seek students from the program. For example, Martin Marietta Data Systems, which has hired six Computer Service Technology students from the College in the last two years, calls the program coordinator three or four times a year to inquire about the availability of students for computer service technician jobs and to find out whether there are any students and/or graduates who are looking for jobs. Other companies such as Johns Hopkins University (Homewood Campus) Research and Engineering Department, Enrtree Computers, and Sequa Corporation have hired students recently.

The College realizes that enrollment in the program will be smaller than projected but it believes that the program should be continued since it offers the only computer repair program in a county where there are many entry-level jobs.

7. What action(s) does the College plan to take to address the above issues?

- Promote the articulation agreement with the Baltimore County public schools.
- Expand the membership of the advisory committee and seek its assistance in recruiting students.
- Seek the assistance of the Baltimore Chapter of the Association of Field Service Managers to promote the program and recruit students.
- Seek the assistance of the College's new Director of Marketing to target recent returning veterans as potential students for the program.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Catonsville Community College**

PROGRAM: **Chemical Technology**

PROGRAM HEGIS NUMBER: **5305-01** LEVEL OF AWARD: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Personal Goals	Number	Percent
Exploration of new career field	9	21%
Immediate job entry	4	9
Transfer	10	23
Upgrade skills for current job	14	33
Personal interest	3	7
Other/unknown/blank	3	7
Total	43	100%

Educational Goals	Number	Percent
Courses only	9	21%
Certificate	5	12
Degree	26	60
Unknown/blank	3	7
Total	43	100%

Source: Office of Institutional Research.

2. **What factors account for the low number of awards in the program?**

Although about half the students who declare themselves Chemical Technology majors state their intention of seeking an AA degree, in reality very few actually work toward this goal. Many students change their major to another career area or to General Studies. Some students take positions in industry as soon as they have completed the basic chemistry courses. Some students find the curriculum too difficult. Others find that the entry-level salaries for chemical technicians are low and advancement opportunities limited.

Most of the students enrolled in the Hazardous Materials/Waste Management option are already working. In most cases these students, some of whom are College graduates, are asked to learn quickly about the field and to acquire skills that will allow them to supervise and/or manage the handling of hazardous/waste materials. In many instances a course or two (the basic concepts and the regulations) is sufficient for their needs and the needs of their employers.

3. **If the original program proposal estimated awards, how do the projections compare with the actual awards? If there are substantial differences, what factors account for them?**

   There is no information in the College's historical files that provides estimates about awards for this program.

4. **What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the college?**

   All of the Chemical Technology courses are taught by senior full-time instructors as are several of the Hazardous Materials/Waste Management courses, which are often under-enrolled and taught on a self-paced basis. The higher cost for faculty, plus the fact that the umbrella program and the options have relatively few students, account for the rising discipline cost.

5. **Describe the contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The College made a concerted effort in late 1986 and early 1987 to establish formal contact with employers in the industry. An advisory committee called Toxic Waste Management was established with the following firms and/or organizations represented: Allied Metal Finishing, ATEC Associates, Bethlehem Steel, Browning Ferris Industries, Chem Clear, Environmental Elements Corporation, Essex Industrial Chemicals (now defunct), GSX Chemical Service, FMC - Inorganic Chemicals, Lever Bros., Maryland Waste Management Administration, Noxell, Waste Management of Maryland, W.R. Grace, and Villa Julie College.

Seven of the 19 advisory committee members employ graduates of the program. The committee, which met twice in 1987, thought the Chemical Technology program had more potential than Toxic Waste Management, since students who took the math, chemistry, and physics in the Chemical Technology program could get jobs as chemical lab technicians as well as positions in the toxic waste area. At the meeting of the committee when the Chemical Technology curriculum was reviewed, the members expressed satisfaction with the design of the program and recommended no major changes. The committee did not meet in 1988 or 1989.

As for the Toxic Waste Management program, the title of which was recently changed to Hazardous Materials/Waste Management to make it more consistent with the national efforts and trends, the advisory committee in 1987 recommended the following:

- Require ENV 101 (Introduction to Environmental Science), since it provides fundamental knowledge of ecology, including ecological principles, population and pollution problems, mineral and biological resources, energy, and other basic environmental issues.

- Revise ENV 141 (Introduction to Toxic Waste Management) to include the following topics: incineration, waste minimization (substitution), recycling, resource recovery (waste exchange), biological treatment, innovative technologies, the economics of toxic waste management, and a brief overview of methods and equipment used to control pollution.

- Revise ENV 141 (Toxic Waste Regulations) to include an overview of RCRA (solid waste, hazardous materials, clean water and clean air acts, underground storage tanks), NPDES, and CERCLA (Superfund).

- Eliminate FPT 121 and 122, since these fire protection courses are primarily designed for fire protection and fire service personnel and are not truly relevant for toxic waste personnel.

- Require CSS 131 (Personal and Small Business Computing) instead of CSS 101 (Introduction to Computers and Computing), since 131 would provide students a more practical knowledge of computer applications used by small and large firms and government agencies.

- Eliminate ENV 251 (Pollution Control Technology) as a requirement, since much of its content could be incorporated in ENV 141.

The committee observed that the Toxic Waste Management Certificate Option was not very valuable to employers; however, if the College were to continue to offer it, it should be designed to provide education and training for first-line supervisors who need to be knowledgeable about the latest regulations and policies. Such a change would provide for a flexible and small program to update and upgrade chemical technology personnel.

Although the advisory committee has not formally met since 1987, a dinner meeting in March, 1989 (initiated and coordinated by one of the senior chemistry professors) brought together high school chemistry faculty, representatives from industry, chemistry faculty, and College administrators. This session included a description by top chemistry teachers in Baltimore County of the chemistry programs available to high school students, a presentation by W.R. Grace outlining the company's career ladder in chemistry and chemical technology, a description of Alcolac's employment opportunities and challenges by a former the College's chemistry graduate, and an update on the College's program by the chemistry staff.

As a result of this March meeting, approximately 100 students from Randallstown High School will be visiting the College's chemistry lab. The high school students include 30 gifted and talented chemistry students, 40 regular chemistry students, and 30 students who are members of the Laboratory Technicians Club. The visits are designed to encourage high school students to continue the study of chemistry and to acquaint them with what the College offers as well as opportunities for baccalaureate study and/or careers in local and regional industry.

6. **What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those currently employed.**

Forecasts for the 1990s indicate that environmental management professionals (toxicologists, hydrologists, geologists, chemists, and hydrogeologists) will be in greater demand. Support personnel for these professionals will also be needed. There also will be more jobs for support personnel and lab technicians and testers in the areas of water quality management, sewage treatment, hazardous waste control and environmental toxicology (including radon testing and asbestos removal). Forecasts by Occupational Forecasting, Inc. project that by the early 1990s there will be 300,000 jobs nationwide for hazardous materials technicians.

Entry-level jobs will increase for chemical technicians as will the need for personnel already working to understand regulations and/or how to be in compliance. There will also be an increase in the number of personnel responsible for enforcement and compliance required to know basic chemistry in order to identify what is hazardous and/or toxic.

If these forecasts turn out to be even partially true, it is reasonable for the College to continue the program but to look for ways to promote the program to a variety of populations, from high school students considering a career to employers seeking to comply with regulations. It will be necessary for the College to monitor the fluctuations in enrollment to determine whether the actual needs of industry would be better met by offering intensive, short-term, credit-free courses rather than maintaining the present credit program. More active work with local industry will help to determine the best moves to make.

7. **Make a value judgement about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The program is excellent in design. An environmental science faculty member, who attended a conference on a hazardous materials curriculum designed with the support of federal funds, has noted that the College's program is quite similar to one developed for the Eastern Iowa Community College District.

As for enrollment, graduates, and local awareness of the program, the program is less than satisfactory. Majors in the program dropped to 11 in the fall of 1988. From August 1986 to August 1989 only four students have graduated. High school chemistry faculty and counselors in the local high schools are still unaware of the career opportunities in the chemical technology field. Many local companies are still unaware that the program exists.

The College conducted an internal review of the program in 1988. That evaluation brought to light the key issues and concerns that are addressed in this response to SBCC.

8. **What action(s) does the college plan to take to address the local issues?**

- Consider redesigning the certificate program to make it smaller, more flexible, and focused on regulations and standards much like the HAZMAT Technician program at Eastern Iowa Community College District.

- Work more actively with the advisory committee, expand the membership, and share the 1988 review with the members to stimulate solutions to problems.

- Continue to promote the program and career opportunities in the feeder high schools; offer sessions to bring industry, high school faculty, and College staff together to update all parties about job opportunities; and continue to promote visits by high school students and science teachers to the chemistry lab.

- Re-examine the scheduling of courses and course assignments to senior faculty in order to reduce discipline costs.

- Arrange for formal internships with local companies, such as W.R. Grace, and incorporate the internship into the curriculum as an elective.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The expertise of program advisory committee members is particularly important in emerging fields such as chemical technology. The College is urged to reconvene its Chemical Technology advisory committee as soon as possible.

The College is also encouraged to intensify its marketing and recruiting efforts with the various constituencies it serves.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Cecil Community College**

PROGRAM TITLE: **Equine Science (Statewide)**

PROGRAM HEGIS NUMBER: **5206-01** LEVEL OF AWARDS: **Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of the students who enroll in the program.**

The total number of students who have been registered in Equine Science classes since the program's inception in August of 1983 is 176.

Educational Goals	Number	Percent
Courses only	111	63%
Certificate	65	37
Total	176	100%

Note: No degree offered at this time

Personal Goals	Number	Percent
Exploration of new career field	6	4%
Immediate job entry	41	23
Upgrade skills for current job	10	6
Transfer	2	1
Personal interest	117	66
Total	176	100%

2. **What factors account for the low enrollment in this program?**

On the certificate level, the enrollments have declined as a direct result of trends in the horse industry. When the program began, it boasted a 100 percent placement rate. Unfortunately, over the years graduates have not been given special consideration despite their training. The pay is poor and there are no fringe benefits. Despite changes in the format of the program, this trend could not be reversed. Most students currently enrolled in the program as certificate candidates are hoping to upgrade their own horse operations or wish to get a good background in the equine area before going on to other institutions.

On the personal interest level, enrollments declined during the 1988-89 school year for unknown reasons. The fall of 1989 has shown dramatic increases in enrollment. This is directly attributable to an increase in recruitment efforts.

One major reason for low enrollments may be the out-of-state tuition costs. The College is located in a tri-state area and many interested students fail to enroll because they live in another state and the cost is prohibitive.

There is also a great need in this community for short-term programming which meets the needs of busy clientele who cannot attend long-term courses. This need has been met by offering one-day workshops in the winter. Over the past three years each of these workshops has averaged over 150 people. This is a wonderful recruiting tool for other programs offered by the department.

3. **If the original program proposal estimated enrollment, how do these projections compare with the actual enrollment? If there are substantial differences, what factors account for them?**

The original proposal was written for a strictly full-time program where students were required to enroll full-time. This was unrealistic as many students must enroll as part-time students for many reasons. It also estimated that there would be 60 full-time students. For the reasons stated above, in regard to wages and benefits, enrollment did not come close to these projections.

A new proposal was submitted and approved in 1985. Some minor changes were made in the design of the program. These changes allowed for part-time students, and enrollment estimates were much more reasonable.

The program director has found that there is a great demand for courses by students enrolling for self-interest. Cecil County has a very large population of horse enthusiasts who do not aspire to a degree. The large majority of students who have enrolled in the last four years have done so for self-enrichment. Often, they will elect to complete the certificate after they have taken one or two courses.

4. **What factors account for the declining awards in this program?**

The reasons why awards have declined are directly related to the decline in enrollment and student interest in pursuing a full program.

5. **For graduates who secured full-time employment, list all of the occupational titles reported in the most recent follow-up survey.**

- grooms
- barn managers
- office assistant for steeplechase association

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has program advisory committee met during the past year and what changes for revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the college?**

The program was reviewed in the spring of 1988 using the DACUM process. This process brings together industry representatives in order to do an occupational analysis. The members of the panel were in agreement about the fact that the existing program needed revision to provide students with higher level skills for more advanced positions. The focus of the original program was entirely too "narrow". The suggested curriculum indicated a need for developing a program geared toward management.

The advisory committee represents local horse racing interests (harness and flat racing) as well as horse showing. It also includes a local veterinarian.

The committee has not yet held its meeting for this year. In its last meeting, the committee voiced the opinion that there needs to be a management oriented option and that the existing program needs to be expanded. They also suggested short courses for local horse owners to improve their skills.

Three of the committee members have employed graduates from the Equine Science program.

7. **What should be the role of this program at your community college during the next five years? Consider the issue of apprenticeship in your response.**

The role of the program should continue to be twofold. As there have been fairly high numbers of students who enroll for self-interest, it is essential to continue to satisfy this market. New courses will be developed to meet the needs of this group. The department will continue to offer one-day and evening workshops for students who cannot devote the time for an entire course.

A recent survey of horse enthusiasts in the county showed a need for the continuation of existing offerings and for the expansion of the existing academic offerings. Twenty-five percent of the respondents indicated an interest in a two-year degree program. For this reason, in addition to the evidence obtained through the DACUM process and through the advisory committee, the department plans to pursue the addition of a degree option. This will meet the needs of students who wish to pursue a career in this area.

The equine science department has had an apprenticeship option for the last four years. Few students have elected this option. Only one has actually received the Bureau of Apprenticeship and Training's certificate. We plan to continue this option in addition to a college-based work experience program.

8. **What actions does the College plan to take to address the above issues?**

The following actions have been or will be taken to address the above issues:

- Pursue a degree option as a result of the above information to provide students with greater opportunities in the horse industry. The college has been approached by the Animal Science Department of the University of Maryland about the possibility of developing a transfer option for students to move directly into their junior year as equine science majors. This would provide Maryland with a feeder program for their new degree option.

- Continue an ongoing dialogue with the State Department of Natural Resources about the use of Fair Hill as a training site for the program. The Fair Hill complex will soon be the premier equine facility on the East Coast and has the potential for providing outstanding facilities for the expansion of this program.

- Continue to offer short-term programs for local horse enthusiasts and encourage them to take academic courses for self-enrichment.

- Provide administrative support for an admissions specialist that has been hired to recruit students for the electronics, photography and equine science programs.

- Continue to offer the existing certificate program for students who choose to pursue this option.

- Work closely with the advisory committee to update and revise the program to best serve the community needs.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to promote more vigorously the statewide status of this program as a marketing device for attracting students from other political subdivisions who might not otherwise enroll in the program.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Cecil Community College**

PROGRAM TITLE: **Law Enforcement**

PROGRAM HEGIS NUMBER: **5505-01** LEVEL OF AWARDS: **AA/Certificate**

1. What is the enrollment pattern of the program?

The total number of students who have been registered as Law Enforcement majors since the program's commencement in the fall of 1969 is 366.

Forty-seven (different) students majoring in Law Enforcement have registered for at least one Law Enforcement designated class within the last five years.

The actual Law Enforcement designated headcount for the last five fall semesters (spring semester data are not available) is as follows:

Fall 1985	Fall 1986	Fall 1987	Fall 1988	Fall 1989
15	26	26	17	28

In addition, a number of students classified in other majors have taken Law Enforcement classes. Enrollment by headcount, rather than by Law Enforcement designation, for the last three semesters is as follows:

Semester	Offered	Total Students In Classes	No. Classes Offered by Ind. Study	Students In Ind. Study	Total Combined Enrollment
Fall 1988	2	13	5	7	20
Spring 1989	2	10	3	6	16
Fall 1989	2	30	4	19	49

Also of interest, greater than 90 percent of the students registered as Law Enforcement majors are in-county residents.

Since the beginning of the program, total Law Enforcement certificate graduates number six: Associate degree graduates number 37 (41 total awards).

Since May of 1985, a total of 16 students have graduated from the Law Enforcement area. Eleven of the 16 students received the Associate in Arts degree, with the remaining five receiving certificates.

The 29 Law Enforcement designated students enrolled in the fall of 1989 reported the following concerning their goals and their reasons for enrolling.

Educational Goals	Number	Percent
To take some courses	2	7%
To obtain a certificate	5	17
To obtain an AA degree	21	73
Unknown	1	3
Total	29	100%

Reasons for Enrolling		
Exploration of new field	9	31
Preparation for immediate job entry	5	17
Preparation for transfer	8	28
Upgrading of present job skills	2	7
Personal interest and self-enrichment	5	17
Total	29	100%

2. **What factors account for the low enrollment in this program?**

Several factors contribute to the current and historically low enrollment figures in the Law Enforcement program.

First, this program is not required for any of the county law enforcement employment opportunities. After completion of the certificate or degree, students are not guaranteed job advancement or upgrading of current positions. Many positions in the surrounding tri-state area are entry-level positions which, although may require related experience, do not necessarily require any college coursework. Currently enrolled students and graduates of the program are employed in a variety of positions ranging from security agencies and store detectives to the Sheriff's Department and the State Police. Some of these employers (Maryland State Police, Sheriff's Office) provide their own employee training, which also contributes to low program enrollments.

Second, very few of the students enrolled in the Law Enforcement curriculum are full-time students. Most are currently employed and taking one or two courses while holding full-time jobs. A surprisingly large number of the students are female, many juggling family as well as job responsibilities. Additionally, students employed in this field often work rotating schedules, making regular class attendance very difficult.

Third, a large number of the course offerings each semester are cancelled. When this occurs, those students who are planning to graduate and need a particular course to do so are permitted to take the course via independent study. This situation is problematic. Although independent study classes meet the students' short-term needs, they jeopardize the overall viability of the program. Essentially, by permitting students to take courses via independent study, the course will probably again have low enrollments for the next offering and will again be cancelled, thus perpetuating the cycle.

Fourth, this program is conducted entirely by adjunct instructors. Student advisement, as well as the overall coordination of the program, is handled by the Assistant Dean for Career Programs. As there is no full-time faculty member dedicated to this program, there is no marketing of the program or recruitment specific to the program. Additionally, a full-time faculty member could coordinate a local advisory committee representing the field, which could assist in guiding the program to reflect the changing needs of the law enforcement field.

3. **What is the minimum number of students needed to offer a successful program?**

Class size dictates a minimum of 10 students per class to justify running the section. If independent study classes were abandoned, numbers in the classes offered would increase, allowing a greater majority of the classes to "make." Currently all classes are taught by adjunct instructors, which reduces the College costs and allows the College to offer the program to students. A yearly enrollment of at least 50 full-time students would be required to justify hiring a full-time instructor in this area.

4. **Additional information of telephone survey of student population.**

When students were surveyed as to their reasons for enrolling in Law Enforcement courses, the following information was obtained:

	Number	Percent
Program completers	5	19%
Currently enrolled	22	81
Total	27	100%

	Number	Percent
Reasons for taking the Law Enforcement program:		
Exploration of new career field	5	19
Immediate job entry	2	7
Transfer	3	11
Upgrade skills for current job	10	37
Personal interest	7	26
Total	27	100%
Currently employed in related area:		
Full-time	12	45
Part-time	2	7
Not employed	4	15
Employed in unrelated area	9	33
Total	27	100%

6. What should be the role of the Law Enforcement program at the college over the next five years? Consider pre-service versus in-service training.

The College must decide whether or not to continue the current program in its present format. A number of students are taking the courses for personal interest or career exploration. For these students, the College's program is adequate.

Additionally, the current program appears to be meeting the needs of students wishing to upgrade their skills for their current employment situation. For the benefit of the students it is advantageous for the College to maintain this program.

In-service training through a continuing education format is one area in which the College could grow.

7. **What advice can be given on how to provide the AA degree as an important credential to people pursuing a career in this field?**

This degree should be regarded as an introduction to the field and as the basis for transfer to a baccalaureate program in criminal justice.

8. Describe the program quality.

A number of student responses to the issue of program quality centered on the number of classes run by independent study, the limited number of available course offerings, and the poor availability of the instructors (all of whom are adjunct professors). Independent study classes are only as effective as instructor and student involvement in setting course objectives and standards. Maintaining quality control in this situation is difficult: class time is limited and classroom exchange and the healthy competitive learning environment is lost. The danger of varying standards and student workload assignments exists, as the class is designed around individual student needs and time availability.

On a positive note, however, this program has had the flexibility to allow students to gain skills and knowledge useful in their careers, in a time frame which was acceptable to their own personal life circumstances.

9. What is the College's action plan to address the issues raised?

Several actions will be taken to address the issues raised by this report.

First, a DACUM (Develop a Curriculum) panel will be formed during the 1990-1991 academic year to review the current curriculum and make recommendations for change in both the certificate and degree programs.

Second, the program will be discussed at the combined College and County Vocational-Technical advisory committee meeting to gain outside input and recommendations for change.

Third, efforts will be made to step up marketing and recruiting efforts through the Student Services Division. The idea of a brochure, poster and other printed materials explaining and promoting the program will also be addressed.

Fourth, the College will consider a revision of the current program from Law Enforcement to Criminal Justice or Criminology. This change would attract a broader range of interested people, rather than restricting the program to those persons involved in the law enforcement (police) field.

Fifth, the College will consider renegotiating a contract with the Maryland Police and Correctional Training Commission which would allow students who have college credits to apply some of those to the Commission's training requirements. Currently, no credit is given for cadet or police academy training for any student who has successfully completed related college credits. In 1984, an attempt was made to negotiate a similar agreement, however the attempt was unsuccessful.

Sixth, the College will consider hiring a curriculum consultant with the appropriate expertise to develop and alter the program as appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Charles County Community College**

PROGRAM TITLE: **Management Development**

PROGRAM HEGIS NUMBER: **5004-01** LEVEL OF AWARDS: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows.**

Personal Goals	Number	Percent
Explore new career or academic area	51	24%
Prepare for immediate entry into a career	28	13
Prepare for transfer	35	17
Upgrade skills for a current job	29	14
Interest/self-enrichment	29	14
Other	39	18
Total	211	100%

Educational Goals	Number	Percent
Course only	47	22%
Certificate	31	15
Degree	87	41
Unknown/Blank	46	22
Total	211	100%

Source: Fall 1988 registration form

2. **What factors account for the declining enrollment in this program?**

Enrollment has shifted rather than declined in the business department. The change in enrollment for the Management Development AA degree began when the College received State approval for a Business Administration AA program in 1986. Many students who previously would have declared Management Development as a major but who intended to transfer began declaring the Business Administration program as their major.

Since 1985, graduates in the Management Development program have increased from 19 to 27 and graduates in Business Administration transfer have increased from 0 to 34. During the same time period, FTE enrollment in the Business Administration discipline increased over 46 percent.

3. **At what level does the college expect the enrollment to stabilize?**

   The Management Development AA enrollment is expected to stabilize somewhere between 215-250 total declared majors. The Management Development Certificate enrollment is expected to increase over the next three years to about 95-110 students.

4. **If the original program proposal estimated enrollment, how do these projections compare with the actual enrollment? If there are substantial differences, what factors account for them?**

   Since the Management Development AA was implemented prior to 1974, enrollment projections at that time would not appear to have any significance today.

   In fall 1986, full-and part-time enrollments (declared majors) in Business Administration and Management Development totalled 415.

5. **What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the college?**

   The discipline cost per credit hour has increased due to the following factors. One is that additional full-time faculty have been hired in this program to increase our ratio of full-time to part-time faculty and to meet the overall increase in enrollment. In addition, many of our part-time faculty have been teaching since 1984 and are reaching the peak of the part-time faculty salary scale.

   Even with the rising costs, the discipline cost per credit hour in this program is 7.2 percent below the College average of all occupational disciplines and is 8.8 percent below the College average of all general education disciplines.

6. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

   Field Manager
   Management Analyst
   Supervisory Shipment Assistant
   Computer Operator
   Medical Processor
   Inspector
   Realtor
   Supervisory Contract Specialist
   Manager, Maintenance Support Branch
   Specifications writer

7. Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The business department chair currently serves as the chairman of the Education Committee for the Charles County Chamber of Commerce and interacts extensively with the business community. Several full-time faculty members are active participants in the Chamber of Commerce and economic development activities. The need for the Management Development programs has been obviously displayed by the high enrollment from the two largest employers in our service area, Naval Ordnance Station (NOS) and Patuxent Naval Air Station (NAS). Evidence of this need is also expressed through the working relations that have been developed with the NOS Career Enrichment Program and the NAS Women's Programs. These two programs alone will have over 100 participants this year.

The Business Programs Advisory Council met in fall 1989. Approximately 50 percent of the membership of this council employ graduates of the Management Development program.

The faculty is currently considering program changes as recommended though a Management Development DACUM which was completed in November 1989. The basic content of the program was validated by the process through minor changes and at least one new course in management applications are anticipated.

8. Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What on-going professional development opportunities exist to help faculty keep current with advances in this field?

The Management Development program is administered by the chair of the Department of Business who reports directly to the Dean of Career and Technical Education. The department chair is also responsible for the accounting, business administration, real estate and office technology programs.

Evaluation of this program is consistent with the College's program evaluation model. Course evaluation questionnaires are administered by institutional research in selected sections on an annual basis in order to monitor the instruction. The department chair and faculty consider these evaluations, enrollment data, DACUM results and other available data in reviewing the program. At least every five years the dean receives a formal evaluation report. That report will be submitted in the spring of 1990 on management development.

Approximately 32 percent of the business department offerings for the Management Development program were taught by full-time faculty in fall 1989. A total of 110 sections were taught in the disciplines of accounting, business and economics.

Professional development is encouraged under the College's faculty and promotion criteria. All full-time faculty members are required to develop an annual faculty development plan which includes scholarship and professional development activities. An annual budget is established by the business department for professional development expenditures such as tuition, travel and conferences.

In the past two years the College has expanded faculty development opportunities for part-time teachers. A comprehensive orientation is provided as well as seminars in syllabus development, class management, and teaching techniques.

9. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

As stated in the 1989-90 College catalog,

> "This degree program prepares students who are currently employed as well as those without prior work experience to develop the administrative skills required of middle management-level personnel in a variety of business settings."

The Management Development degree program does an excellent job of achieving this goal in part due to a faculty committed to teaching and learning as primary objectives. Follow-up surveys of graduates have consistently yielded a high degree of satisfaction with the instruction and employment preparation of this program.

10. What action(s) does the College plan to take to address the above issues?

The College will continue to strive for an improved full-time:part-time ratio. Three additional full-time positions are requested in the 1991 budget.
The business department faculty feel that no major changes are needed within the Management Development certificate and degree programs. The Management Development program will be broadened in fall 1990 to include the ever-increasing emphasis on public administration and marketing/retailing in our service area. The advisory council will meet on a semi-annual basis and the department will continue to effectively interact with the business community.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is to be commended for instituting a professional development program for part-time faculty.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Chesapeake College**

PROGRAM TITLE: **Office Education and Technology**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARDS: **AA/Certificate**

1. **How are students using the Office Technologies/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technologies/Secretarial Science program as follows:**

Educational Goals	Number	Percent
Courses only	18	17%
Certificate	37	35
Degree	50	47
Unknown/Blank	1	1
Total	106	100%

Personal Goals	Number	Percent
Prepare for entry into first career	43	41%
Prepare for entry into different career	21	20
Update skills for current job	13	12
Prepare for transfer to 4-year college	6	6
Self-enrichment/personal interest	14	13
Other	9	8
Total	106	100%

Sources: College database records
Student applications
All students enrolled in program fall term, 1989

2. **Office Technology/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

Chesapeake College has also experienced a decline in the number of credit enrollments in Office Education Technology. Many high school programs now offer advanced training in word processing that permits graduates to obtain entry-level positions in the work force immediately following high school. During the past five years, the number of high school graduates declined by 4 percent. In addition, a source of enrollment in the past has been referrals through the local Private Industry Council (PIC)/JTPA. The job market has become rather saturated and the pool of JTPA-eligible applicants has declined, consequently lowering the number of applicants to the credit programs. The specific needs of industry are also being satisfied through a variety of short-term, noncredit course offerings.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the college responding to these trends?**

The trend most critical to this program is advanced automation. Most of the keyboarding work performed by a secretary is done on computers, so consequently, the training will have to reflect the change.

New software upgrades and new software packages are being issued constantly. To adapt, the secretary working in an office must become more independent and work with manuals to learn new concepts in a self-taught manner. He/she will need to be self-disciplined. Classroom exercises will need to focus more on the independent nature of learning and on teaching students how to read a manual to master new concepts that will be needed in the work force.

The secretary's job is changing drastically. Some skills taught previously are being eliminated from the daily work responsibilities in the office. Secretaries are less likely to do filing, mathematical calculations, and shorthand. While these skills are being de-emphasized in the work place, they must still be taught as they are used heavily by employers as screening criteria. On the other hand, office management, managing data networks, and communicating electronically are new areas that will demand curriculum responses.

The field of desktop publishing is adding a new dimension to the modern office. Now that the technology makes production affordable in-house, employers want to have their staff knowledgeable about these areas to avoid the costs outside vendors charge for producing materials. Providing instruction to students on such systems will give them a competitive edge in the marketplace. The College will respond to these trends by including the topics mentioned as part of the curriculum offerings and requirements .

In addition, making new technologies part of the curriculum will require the faculty to access a wide range of training and support resources. Faculty in the Office Education and Technology program will be encouraged to participate in workshops, mini-courses, seminars, and advanced graduate training to enhance their personal qualifications and make them aware of advances in the technology so that they can move quickly to address the changing needs of the profession.

4. **What types of academic and student support services are available to students enrolled in the Office Technology/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technology/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?**

Students in the curriculum receive support services from the College staff. The assistance is provided from: (1) the writing center, to help students with writing exercises in business communications or English, and (2) tutorial services from professional tutors and peer tutors to assist with math work required in business math and accounting. There are no special services provided to Office Education students that are not extended to all students at the College.

In the degree program, the College requires students to complete a cooperative learning experience. The coordinator of the program evaluates the students placed in co-op. The program adds a necessary "real-world" dimension to the curriculum that could not be replicated in the classroom.

5. **Does the College have any Office Technology/Secretarial science 2+2 programs or articulation agreements with local high schools? Are there any articulation agreements with private career schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

High school office education programs are becoming sophisticated in their attempt to automate. Computers have been added to many of the programs to replace typewriters. Students coming from the high schools are much more skilled that previously recognized. In agreements of articulation these skills can be recognized and students given credit for previous work completed on the high school level. This means the College must concentrate on the advanced skills and the latest technology to attract a broader audience who may be interested in upgrades to software or courses designed to provide retraining options. It may mean that the format for classes will be changed in favor of shorter, advanced courses offered for specific groups interested in specific topics.

The College has signed agreements of articulation with all five sponsor-county boards of education covering all nine high schools served by the College. Even though there are many high school students who enter the college program upon graduation, few come through the established articulation agreements.

The College also has articulation agreements with two independent proprietary schools--Fleet Business School in Annapolis and Woodridge Business Institute in Salisbury. To date, two students have transferred to the College and are working on their associate in arts degree as a result of these agreements.

6. **Describe briefly how the Office Technology/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

The program is administered through the Executive Vice-President for Academic Services. Reporting to him is the Associate Dean of Business and Technology who has immediate supervisory responsibilities for the faculty teaching in the program. One faculty member designated as coordinator serves as the reporting link between the faculty and the administration.

There are four full-time faculty in the program, one full-time paraprofessional, and one part-time paraprofessional. Currently, no adjunct instructors are employed.

Faculty are given ample opportunity to request funding for conferences, workshops and other professional development programs through the normal budget process. The College also provides institutional and individual memberships in professional organizations related to the discipline.

7. **Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Area employers are involved in the program directly through the program advisory committee and through special initiatives, including guest presentations, company sponsored tours, and college-sponsored job fairs.

The advisory committee met once last year. The members suggested that the College host workshops on special topics for community members and people working in the field. The first workshop, scheduled for April, will be on Records Management. Also, they suggested that we try to attract students for placement with specialty firms, particularly law firms. All members of the advisory committee have employed Chesapeake College graduates in their respective firms.

There is a very active chapter of Professional Secretaries International (PSI) that works closely with the College in the Office Education program. A student chapter, Collegiate Secretaries International (CSI) was formed. In the future, the curriculum may be tied to a national accrediting agency like Professional Secretaries International. This organization developed a model curriculum which the faculty have examined for potential implementation.

8. **What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?**

The College plans to offer workshops in advanced topics to better inform the public of the changing nature of the jobs in the job market. In the future, new growth areas and other areas showing promise might include specialized fields of study like medical records technology.

9. **What should be the role of the Office Technology/Secretarial Science programs at your community college during the next five years? As part of your response, consider the issue credit versus noncredit offerings.**

The role of Office Education will definitely change. Most likely, those changes will support more short-term learning experiences for certificates or even for noncredit. Following some very strong periods of enrollment, the College has noticed a decline in the number of students majoring in the program during the past three years. It seems the high schools are providing very effective training opportunities. Area employers need help and they find that students coming out of the high school programs meet their immediate needs.

Some of the concepts previously linked to the computer department, including courses in data base management and spreadsheets will most likely be taught through the Office Education department in the future. Noncredit courses will become more popular as the demand for advanced skills training grows.

10. If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in this field, what would it be?

To satisfy future employment needs, colleges must not only prepare students for technological manpower needs but also address communication, reading, writing, and computational skills, provide opportunities for students to be introduced to their heritage and the heritage of other nations, science, and the environment.

Investment in versatile office equipment, mainly computers, should continue on a regular basis for constantly upgrading and remaining current. Computers can be used for a variety of course requirements--both basic and advanced. The same computers can also be shared with other program areas to teach courses that cross a variety of discipline functions. The instruction should focus on mastery of concepts and problem solving, not necessarily on specific applications, so that students will always be prepared to deal with advancements to current systems and changes in computer software.

11. What action(s) does the College plan to take to address the above issues?

The College has already begun to address the matters listed in the report through curriculum revision, a broader program appeal, renewed marketing efforts, a new system of mandatory advising, and a planned effort to strengthen the articulation agreements with the local high schools.

The duties of a secretary are shifting to those of an office manager. The curriculum will have to reflect the changes and provide the student with more emphasis on organizational theory and less emphasis on certain out-dated application skills. Skills such as records management, payroll, inventory maintenance, and shorthand will give way to newer forms of office management requiring the secretary to perform various forms of decision making on behalf of the management of the organization. A new curriculum with more emphasis on office management skills will be considered to replace what is currently taught.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Chesapeake College**

PROGRAM TITLE: **Computer Programming**

PROGRAM HEGIS NUMBER: **5103-01** LEVEL OF AWARDS: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows.**

Personal Goals	Number	Percent
Explore new career or academic area	30	31%
Prepare for immediate entry into a career	28	29
Prepare for transfer	13	14
Update skills for a current job	10	10
Interest/self-enrichment	12	13
Other/unknown/blank	3	3
Total	96	100%

Educational Goals	Number	Percent
Complete selected courses	14	15%
Earn a Certificate	32	33
Earn an Associate in Arts degree	50	52
Other	0	0
Total	96	100%

Source: College Fall Enrollment Information System.

2. **What factors account for the declining enrollment in this program?**

Enrollment for fall 1989 was 96, an increase from fall 1987 (86) and fall 1988 (83).

3. **At what level does the College expect the enrollment to stabilize?**

Enrollment appears to be stable, 80-100.

4. **What factors account for the declining awards in this program?**

Awards for this program have been relatively stable over the past few years. However, with a large part-time enrollment and full-time students carrying less hours, we are experiencing the same situation as many community colleges, i.e. students are taking more than two years to complete their normal program.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Our advisory committee and our computer faculty have ongoing contact with local employers, businesses, Washington College, and Salisbury State University. In the spring of 1988, the advisory committee and the College faculty (with the assistance of our Director of Institutional Research) conducted a survey dealing with the types of micro-computer equipment currently used and that will be used on the software currently used and that will be used in the future, and the job entry skill levels employers felt were important. This survey has led to our long-range equipment purchase plan, course content reviews and updates, new software purchases and professional development plans for our full-time faculty.

This survey reinforced the advisory committee's prediction that the need for programmers would begin to decline and the need for employees who were trained in software applications and microcomputer operations would increase, as we enter the 1990s. This, in turn, led to the new option for our Computer Information/Business Data Processing program in Microcomputer Operations.

The advisory committee met three times during the past year. Six of the nine permanent members are from organizations that are potential employers of our graduates. Two are directors of four-year academic computing centers, and one is a consultant from the Baltimore area whose territory includes the Eastern Shore of Maryland.

6. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

The College has made a major commitment to keeping up with the high technology advancements in this program. In FY 1990, the College obtained the following:

12 - I.B.M. Model 50
3 - Overhead Computer Projection Displays
4 - Mac SE
5 - Macwrite Printers
1 - CD-ROM Workstations

Additionally, through a Division of Vocational-Technical Education, State Department of Education matching grant, we purchased two - IBM Model 50s and two Mac SEs. In FY 1989, we also made major purchases of two - IBM Model 50s and Apple equipment as well as dedicated server hardware to allow networking throughout the three academic computer labs, the Writing Center, the Learning Resources Center and faculty offices. Additional equipment was donated by Apple Computer Company. The network allows users to share printers, software and information.

7. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

The Computer programs at Chesapeake College are housed in the Applied Studies Cluster and are supervised by the Associate Dean of Applied Studies/Dean of Educational Services and the Associate Dean of Instructional Technologies.

The program is evaluated through the College's normal evaluation processes which consist of program evaluations, individual course evaluations, student opinion surveys, graduate surveys, and a review by our advisory committee.

The College currently has three full-time computer faculty and uses from three to seven part-time faculty in a given semester. The College has a wide-range of professional development activities to assist faculty in keeping current with advances in this field and funds for professional conferences, workshops, seminars, and tuition reimbursement for additional collegiate work, memberships in professional organizations, sabbatical leave, and in-service training.

8. **What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those already employed.**

All indications of research information employer needs and technological advancement show a tremendous need for employee training in software applications and microcomputer operations as we enter the 1990s. As a result of our updating of equipment and software, our information network with potential employers and our revision of course offerings, Chesapeake College will play a major role in providing preparation for entry-level jobs.

9. What action(s) does the College plan to take to address the above issues?

- Continue to purchase state-of-the-art equipment and relate it to local employer needs for entry-level training.
- Continue to work closely with our advisory committee to keep the program current within the field.
- Work on articulation of 2+2 programs with area high schools.
- Institute mandatory advisement and establish a mentor relationship that will help students stay on schedule in the program.
- Study the feasibility of developing a computer science transfer program to meet the needs of students wanting to pursue additional study.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Dundalk Community College**

PROGRAM TITLE: **Business Office Careers**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARDS: **AA/Certificate**

1. **How are students using the Office Technologies/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technologies/Secretarial Science program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	42	13%
Prepare for entry into different career	57	18
Update skills for current job	152	48
Prepare for transfer to 4-year college	15	5
Self-enrichment/personal interest	41	13
Other	8	3
Total	315	100%

Educational Goals	Number	Percent
Complete selected courses	141	45%
Earn a Certificate	46	15
Earn an Associate in Arts degree	65	21
Other	63	19
Total	315	100%

Source: Enrollment Analysis Report, Fall 1989

2. **Office Technology/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

Enrollment (Fall)	1984	1985	1986	1987	1988	1989
Full-time	13	22	36	25	24	13
Part-time	104	156	175	296	242	302
Total	117	178	211	321	266	315

The enrollment for the Business Office Careers program has shown substantial growth since 1984, with the largest increase (108 percent) occurring in 1987, when Dundalk Community College ranked first in the State. These data are important when compared with total enrollments across the State for the same period. The trend statewide indicates that enrollments in Office Technology/Secretarial Science programs are declining. Of the 22 career programs offered at Dundalk Community College, the Business Office Careers program consistently has the highest enrollment in the College and ranks among the first three colleges in the State each year (even without factoring in late-start classes). The Business Office Careers program at Dundalk Community College is the exception to the "rule," showing a dramatic growth pattern which is a result of several factors:

- Ongoing updating of the Business Office Careers program. The implementation of four new degree and certificate options (Office Systems Technology, Medical Office Administration, Legal Office Administration, and Office Supervision) since 1984 have been very well received and appear to have attracted new student populations.

- A high level of administrative support which has provided funding to purchase state-of-the-art equipment.

- The commitment by Business Office Careers faculty to design new courses that reflect the changing technologies and content emphases in the office. This has been demonstrated by the continuous development since 1984 of over 25 new courses based on evolving and new software applications and content areas. Course and program development activity have resulted in an "immediate response system" to the needs of our "traditional" student population and business and industry.

- The implementation of modular computer applications courses for business and industry and special population students. These credit courses provide instruction on computer applications and theory. They are directly linked to the curriculum; thus, credits earned may apply to a Business Office Careers degree or certificate. This special population initiative, implemented in November 1986, is a primary reason for the large increase in the number of part-time students enrolled in the Business Office Careers program. For example, our enrollment at the end of the fall 1989 semester was 450 students, and this all-time-high-figure is directly attributed to these special population late-start classes.

- A highly interactive advising system that involves all of the Business Office Careers faculty and staff, including the division chair. Through this system, all Business Office Careers students are assigned an advisor and are individually monitored and advised by faculty advisors.

- A high level of activity and interaction with area high schools, both public and private. This activity includes articulation agreements, numerous field trips and speaking engagements, and actual College faculty teaching high school classes, resulting in much visibility and goodwill for Dundalk's Business Office Careers program.

3. What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the College responding to these trends?

Several apparent and emerging trends will affect the future direction of the Business Office Careers program at Dundalk Community College. They are:

- The demand for a much higher level of basic skills by office support personnel. The Business Office Careers program is meeting this trend by upgrading the curriculum to emphasize basic skills and expand general education requirements. In addition, the College has implemented an assessment and placement policy that will impose more rigor on the initial assessment process and limit access to courses until basic skill levels have been achieved by students.

  Curriculum maps have been developed for the Business Office Careers program for (1) student goals, (2) essential academic skills goals, and (3) program goals. These charts illustrate a course-by-course overview of how the Business Office Careers program addresses important student goals and specific competencies.

- An increasingly higher level of administrative tasks being performed by the office support professional. The Business Office Careers program now offers degree and certificate options in Office Supervision. This is the most recently implemented option in the program. This option bears the distinction of being the most "transferable" of the five options within the Business Office Careers program.

- The broad array of electronic applications used to manage information in today's automated offices. The Business Office Careers program offers an Office Systems Technology degree and certificate option. This course of study provides students with a broad base of knowledge in computer applications.

- Rapidly changing hardware technology. The faculty and administration of Dundalk Community College are attentive to changing technology as it relates to both hardware and software, and they recognize the need to stay abreast of the automated work environment. Through vocational education funds, business and industry revenue, and the College's general budget funds, the administration has supported all requests for which a need has been demonstrated by our increasing student population.

- The growth in other career options becoming more accessible to women. The faculty of the Business Office Careers program must keep abreast of expanding career options and earning potential for office support personnel through research and employer contacts. This information must be made available to students through career days at the high schools and colleges, in classroom presentations and field trips, on bulletin boards, and by means of working one-on-one with students through the academic advising system.

4. What types of academic and student support services are available to students enrolled in the Office Technologies/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technologies/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?

Academic and Student Support Services

- Students needing specific direction and assistance are referred to the College's Career Information and Placement Center, which provides individualized assistance and follow-through for a comprehensive array of student job search and employment activities.

- Dundalk Community College offers all students a wide variety of remedial services. These include an excellent peer tutoring service. The Business Office Careers program has made frequent use of the peer tutoring service by recommending students as tutors and by referring needy students to the service. The Business Office Careers faculty strongly support and encourage this effort, and students make effective use of it.

- The Business Office Careers faculty make regular and extensive use of the College Writing Center by working directly with Center faculty and by referring students to the Center for both remediation and assistance with their writing assignments. In addition, the College supports a Math Lab, which provides remediation and developmental services to students needing assistance in math skills.

- The Business Office Careers faculty work directly with the College's 504 Coordinator, assisting and supporting handicapped/disabled students who are enrolled in Business Office Careers courses, and with the Director of the VSST Program, obtaining resources (for such instructional materials as computer tutorials) to support remediation at a variety of levels. In addition, all full-time faculty and a number of part-time faculty are available to work with students one-on-one in their offices or in the Business Office Careers laboratories.

- The Business Office Careers faculty are fully committed to the individualized academic advising program at Dundalk. All students enrolled in certificate and degree programs are assigned a Business Office Careers advisor, and all Business Office Careers faculty and staff are actively advising their assigned students.

- The Business Office Careers faculty are involved in the Minority Student Mentoring program. This new initiative enables minority students to develop close relationships with faculty members outside of the classroom.

- Independent study opportunities are available to Business Office Careers students who cannot attend classes at their regularly scheduled times.

- Extremely comprehensive challenge exams and APL options are available to Business Office Careers students who already have acquired office technology competencies.

- The Business Office Careers program has incorporated an "open lab" policy as part of the instructional program. At designated times outside of regularly scheduled class times students have access to instructional support using Business Office Careers equipment. These labs are staffed with very knowledgeable instructional assistants who provide one-on-one instruction as needed.

Cooperative Education and Internships

Cooperative education and internships are available to all students who are enrolled in a certificate or degree program, but students generally select co-op over internships because they are compensated for their work-learning experiences. All Business Office Careers faculty, the division chair, and some part-time Business Office Careers faculty have served as co-op faculty coordinators and unanimously support the cooperative education program. Students who have participated in the program have been very successful, with many being hired full-time by their employers upon graduation.

The total number of students enrolling in co-op since 1986 was 122. Despite aggressive efforts by the Business Office Careers faculty to recruit students for co-op, the numbers have decreased since 1987. The Business Office Careers Program Director and the Director of Cooperative Education are studying demographic analyses of currently enrolled Business Office Careers students to identify trends in our student population with the goal of improving the co-op enrollment numbers.

5. **Does the College have any Office Technologies/Secretarial Science 2+2 programs or articulation agreements with local high schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

The Business Office Careers program does not offer 2+2 programs, but the College has course articulation agreements with the Baltimore County Public Schools, Catholic High School of Baltimore, and the Occupational Training Center (Essex, MD). A new articulation agreement was recently finalized with the National Education Center (Temple School)--a private career school.

Articulation Analysis

	Students	Credits
Fall 1987	11	70
Spring 1988	2	12
Summer 1988	1	2
Fall 1988	1	2
Spring 1989	3	25
Total	18	111

Publicizing the articulation agreements to high school students is a major emphasis of the Business Office Careers faculty when they make presentations at the schools involved in the agreements.

There are many strengths associated with these agreements. The most important is that articulation enables students to complete their education without duplication or unnecessary investment of time and money. These programs recognize student attainment of competencies and provide access to higher levels of education. The major weakness is directly related to increased faculty responsibility levels. Faculty must be extremely vigilant regarding the curriculum changes occurring in schools participating in articulation agreements, and much time must be invested to insure that all agreements maintain their integrity and validity on a year-by-year basis.

6. **Describe briefly how the Office Technologies/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

Program Administration and Evaluation

The Business Office Careers program is administered by a program director, under the supervision of a Business and Management Division chairperson. The Business Office Careers program undergoes an extremely comprehensive institutional program review every five years. This includes the DACUM process. All facets of the program are thoroughly reviewed--curriculum and course content, teaching and program performance, enrollment trends, evaluations by students and employers, program costs, and recommendations for the future.

Ratio of Full-time to Part-time Faculty

There are three full-time and 14 part-time faculty members in the Business Office Careers program, which translates to a 1:4.66 ratio.

Professional Development Opportunities

Informal, self-directed ongoing professional development is emphasized due to limited resources available to support formal professional development activities related to technological advancements in the office technology field. All full-time Business Office Careers faculty have been and continue to be self-taught on DOS, multiple word processing packages, spreadsheet software, data management programs, and desktop publishing applications. This is a pronounced area of need for faculty in the Business Office Careers program.

While content-specific faculty development funds are limited, all Business and Management Division faculty take part in college-wide "generic" training and development initiatives, such as our current Writing Across the Curriculum faculty development project.

7. **Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Employers

Regular employer contacts are made by Business Office Careers faculty, the Program Director, and Division Chair related to course and program content. Specifically, faculty respond to employer inquiries regarding potential employment opportunities for Business Office Careers students. On several occasions the faculty have worked with local industry developing customized training courses for selected office support personnel.

The faculty of the Business Office Careers program have established a very interactive, collaborative relationship with local employers by providing consulting services (without charge) for equipment and software concerns, by making presentations on various topics related to the automated office to employees, and by working closely with co-op employers. During this past year, a second DACUM review of the program was conducted by the College. The panel members represented nine different firms in the Baltimore area.

Advisory Committee

The Business Office Careers program advisory committee has met twice during the past year. The committee is comprised of 12 members, four of whom work for organizations that employ graduates of the College's Business Office Careers program. The committee's recommendations have emphasized the need to remain technologically abreast of the market in terms of course content and software applications. Specifically, Business Office Careers 260 (Concepts and Applications: Desktop Publishing) was made a course requirement for the Office Systems Technology option, based on the advisory committee's recommendation. Automating our records management course was another recommendation. This newly automated course will be offered in fall 1990 and will combine two existing courses--BOC 243 (Electronic Data management) and BOC 215 (Records Management).

8. **What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?**

The Business Office Careers faculty are extremely proactive with regard to visiting high schools and sponsoring high school visits to the College. The faculty have met with several hundred local high school students during the past three years and have provided comprehensive information related to program offerings. Faculty frequently make presentations at high schools regarding career opportunities available as office support professionals.

The Business Office Careers faculty have published articles in local newspapers (The Dundalk Eagle and the Baltimore Business Journal) to inform the community of specific changes taking place in the office technology environment. Additional press releases have been planned to publicize our desktop publishing courses and our course in desktop publishing that is being taught to high school students for college credit.

9. **What should be the role of the Office Technologies/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue of credit versus noncredit offerings.**

The Business Office Careers program should assume the following role at Dundalk Community College:

- Dundalk Community College prides itself on being in the forefront since 1984 of office technology education statewide. We should continue to provide a timely response system to the changes taking place in the employment market and the automated office environment. This will require the provision of increased human and physical resources (full-time faculty, instructional assistants, hardware and software, and professional development opportunities).

- The Business Office Careers program will continue to provide computer literacy support to the College community, including students enrolled in all curricula of the College.

- The Business Office Careers program will continue to work directly with the local high schools. Such activities as training, demonstrations, faculty in-service, curriculum and technical advice and assistance, and regularly updated articulation agreements will continue to be provided.

- The Business Office Careers program will further develop courses available to special populations, such as business and industry.

Credit Versus Noncredit

The Business Office Careers program will continue to support the continuing education program with advice and referral, access to the computer facilities and labs, and the teaching of selected courses. It is believed by the Business Office Careers faculty that a strong noncredit program should function as a catalyst to potential credit students by providing a non-threatening introduction to previously unexplored content areas. A noncredit program should also be available to provide software and hardware training opportunities and exposure to office related content by students seeking personal growth opportunities and job related upgrading of skills.

10. If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technologies/Secretarial Science, what would that advice be?

The maintenance of a highly dedicated, interactive, and visible faculty is the single most important ingredient in building a program which encourages students to realize their full potential as learners. The faculty must collectively believe in and support the importance and benefits of the associate in arts degree, and they must continuously inform, encourage, and exemplify to their students the advantages of completing a full degree program versus completing selected courses.

The benefits of working toward a degree program are well documented. Program graduates have access to opportunities which are not generally available to those who do not earn this award. These opportunities include career, educational and personal benefits. It is the responsibility of the faculty, as mentors, advisors and teachers, to convey these benefits to their students.

To do so requires that students trust and respect the faculty and that they feel valued as individuals and as learners. This environment is generated when students are provided early opportunities to achieve success, with encouragement and support from the faculty. One-on-one relationships with faculty and advisors from the outset of the students' educational careers are a must. The feeling of "connectedness" and belonging which is generated by early faculty-student relationships will enhance the prospects that students will remain in school longer, increasingly the likelihood that they will earn a degree.

There is no simple or single task that will convince students of the value of the associate in arts degree. However, doing so must be a goal of faculty, and it should permeate all courses and appropriate interactions with students. If this is done successfully, a new "mindset" may evolve among students, resulting in a genuine appreciation of the associate in arts degree and what it represents.

11. What action(s) does the College plan to take to address the above issues?

The division chairperson is fully aware of the contents and recommendations contained herein. All items requiring financial support will be processed through the Office of the Dean of Instruction. Specifically, additional support will be requested to meet faculty development requirements. Hardware and software support will continue to be requested and provided through the College's standard requisition process. Performance of activities related to faculty efforts will be monitored by the chairperson.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Dundalk Community College**

PROGRAM TITLE: **Photography**

PROGRAM HEGIS NUMBER: **5007-01** LEVEL OF AWARDS: **AA**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows.**

Educational Goals	Number	Percent
Courses only	18	27%
Certificate	2	3
AA Degree	29	44
AA Degree then transfer	13	20
Unknown/Blank	4	6
Total	66	100%

Personal Goals	Number	Percent
Exploration of new course field	16	24%
Immediate job entry	18	27
Transfer	10	15
Update skills for current job	3	5
Personal interest	19	29
Other/unknown/blank	0	0
Total	66	100%

2. **What factors account for the low number of awards in this program?**

The low number of awards in the Photography program can be attributed to several factors. The first is the somewhat low percentage of students who cite the AA degree as their educational goal (44 percent). Hence, fewer than half of the individuals who begin the program intend to seek an award.

Another factor is the number of students who transfer to a four-year college prior to graduation. In any given year this figure is about 5-8 percent. A third factor is that students in the program find employment in the field prior to graduation. Among this group, individuals often choose to switch to the General Studies program upon their return in order to be able to satisfy the less structured graduation requirements of that program.

3. **What does the College consider to be a minimum number of awards for a successful program?**

The College considers 10 to be a minimum number of awards for this program. At present, there is not a certificate option so students must complete the AA in order to earn an award in Photography.

4. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

A telephone survey of fall 1989 students regarding employment status resulted in the following data:

Number of Respondents	21	
Response Rate	50%	
Full-time Job		
Directly related to Photography	29%	
Somewhat related to Photography	5%	
Not related to Photography	42%	
Part-time job	14%	
Transferred, not employed	0%	
Seeking work, not employed	5%	
Military, Home responsibilities, other	5%	
Total	100%	
Transferred, regardless of employment	0%	
Achieved personal goal	71%	
Satisfaction with instruction in program	100%	
Among full-time employees:		
Average annual salary related to photography		$18,253
Number reporting salary related to photography		7
Began new job after college	0%	
Satisfied with employment preparation	92%	

5. **Describe contacts you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

There have been regular contacts with employers. This has occurred within the co-op component of the program which requires direct contact with employers as well as through the on-site visits and field trips arranged and coordinated by the program director. The employers support the need for the Photography program.

Commercial photographers, camera stores, newspapers and film processing firms are represented on the advisory board. The program advisory board met twice during the past year. The advisory board supported a review of the program which resulted from the DACUM process which occurred in the fall 1989 semester.

Five of the nine advisory board members are from organizations which employ graduates.

6. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

This program is administered through the Math/Science/Engineering Technology Division on campus. The day-to-day management is handled by the Program Director who is a full-time faculty person.

The ratio of full-time to part-time faculty members assigned to this program varies from semester to semester with an average of two full-time to seven part-time. With the exception of a single lab class, the majority of the students are taught by full-time faculty members.

The faculty in this field have been supported by the College to attend conferences and workshops in order to provide opportunities for faculty to keep current in this field.

Evaluation of this program occurs annually through student course evaluations, the Division Chair's administrative evaluation of the Program Director, meetings of the Program Advisory Council, and follow-up studies of entrants and graduates. Every five years a comprehensive, internal evaluation is done. This has occurred this year for the Photography program.

7. **What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those already employed.**

   The Photography program will continue to be supported during the next five years. As a result of the Phase II DACUM activities, the College will pursue the idea of creating a certificate to prepare individuals for entry level jobs as opposed to the enhancement of skills for those already employed.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The College judges the quality of the program to be satisfactory with the potential to become excellent.

9. **What action(s) does the College plan to take to address the above issues?**

   The College will implement changes in course content and sequencing. In addition, it will investigate and, if appropriate, seek approval for a certificate option to this program. The College will attempt to identify what happens to students who leave the program before receiving the award.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Essex Community College**

PROGRAM TITLE: **Personnel Management**

PROGRAM HEGIS NUMBER: **5004-09** LEVEL OF AWARDS: **AA**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows.**

Educational Goals	Number	Percent
Courses only	14	61%
Certificate	2	9
Degree	6	26
Unknown/Blank	1	4
Total	23	100%

Personal Goals	Number	Percent
Exploration of new career field	4	17%
Immediate job entry	5	22
Transfer	5	22
Update skills for current job	8	35
Personal interest	0	0
Other/unknown/blank	1	4
Total	23	100%

Source: Entrant follow-up

2. **What factors account for the low number of awards in this program?**

For the past five years enrollment in this program has ranged from 28 to 42 students and the number of awards given have ranged from zero to five. Some students change their career goals and may continue in general studies or business management curricula. Other students decide to transfer to a four-year institution before completing the AA degree.

3. **What does the College consider to be a minimum number of awards for a successful program?**

Because some students are choosing to obtain an AA degree in areas other than personnel management, or are primarily interested in transfer, the College believes that 10 to 12 awards per year is a realistic goal.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.

Student Follow-Up Studies

Number of Respondents	15	
Full-time job, directly related		7%
Full-time job, somewhat related		29%
Full-time job, not related		14%
Part-time job		7%
Transferred, not employed		14%
Seeking work, not employed		7%
Military, Home, Other		22%
Total		100%
Transferred, regardless of employment		13%
Achieved personal goal		75%
Satisfied with instruction		80%

5. Describe contacts you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Contacts were made with 10 personnel managers in the industry regarding the basic curriculum and philosophy of the program.

The managers expressed their views of the changing field of personnel management during the last decade and suggested that there is a need for training. The emphasis of the program needs to be reviewed to determine if we are meeting those training needs. The advisory committee will be closely involved in the review of the program. The committee consists of organizations and from both the private and public sectors. It met once this past year and recommended a complete review of the program objectives to see if they are in line with the goals of personnel management in the field and if the program objectives are compatible with those of the four-year institutions. Usually, the committee has at least one member who is from organizations that employ Essex Community College graduates.

6. Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?

The program is administered by a program coordinator and is evaluated twice a year by the department chairperson, coordinator, other faculty members and students. It is also part of the pilot study of Essex Community College's new program evaluation system taking place over the next year. An in-depth self-study will be completed as part of the pilot. For the fall 1989 semester, there are one full-time and two part-time faculty. The ratio of the number of sections taught by full-time faculty to the number of sections taught by part-time faculty is approximately 1.2:1. In order to keep current with advances in this field, one of our full-time faculty members completed extensive research of the legal and court opinions related to the occupation and is in the process of establishing honors' courses for personnel managers working in the industry. He has also attended several workshops which were conducted by private and professional groups.

7. What should be the role of this program at your community college during the next five years? Consider the issue of preparation of entry-level jobs versus enhancement of skills for those already employed.

The role of this program will include:

- Preparation of students for entry-level jobs in personnel departments in the private and public sectors. Currently, the program is not meeting the training needs in the personnel management field, partly due to the changing role of personnel managers from a highly emphasized role in union matters to a more supporting statistical and fact finding role.

- Enhancement of skills of those currently employed in the personnel area through a series of appropriate upper level courses.

8. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The quality of the program is below average and its currency is questionable. Managers in the industry feel that personnel management functions are changing and that the objectives of the program need to be revised accordingly. With an in-depth study of the program's objectives by the College and the business community and subsequent recommendations for revitalization, the quality of the program is expected to improve.

9. What action(s) does the College plan to take to address the above issues?

A comprehensive self-study will be completed during the spring 1990 semester with specific course recommendations and revitalization strategies.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is to be commended for undertaking a comprehensive self-study of the program. The College is requested to submit to the SBCC by August 31, 1990 a brief report on the findings of the self-study. The report should also identify the specific strategies that will be taken to revitalize the program.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Essex Community College**

PROGRAM TITLE: **Office Technology**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARDS: **AA/Certificate**

1. **How are students using the Office Technologies/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technologies/Secretarial Science program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	53	29%
Prepare for entry into different career	36	19
Prepare for transfer to a four-year college	32	17
Update skills for a current job	46	25
Self-enrichment/personal interest	13	7
Other	6	3
Total	186	100%

Educational Goals	Number	Percent
Complete selected courses	34	18%
Earn a Certificate	31	17
Earn an Associate in Arts degree	113	61
Other	8	5
Total	186	100%

Source: Fall, 1989 Registration Forms

2. **Office Technologies/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

Office Technology programs are suffering from a decline in enrollment perhaps because there are now many other professions that women choose. In addition, the salary for secretarial professions is low in relation to other professions and usually has a low ceiling. Furthermore, it appears that many students who enroll in the introductory office technology courses, gain the necessary skills to obtain entry-level office positions, and drop out without completing the entire program.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

The demand for secretaries with management skills--organization communication, and administrative abilities as well as computer skills is growing. Emphasis must be placed on technologies as a tool because technology is outdated so rapidly. Interfacing, interconnecting, telecommunications, and networking various technologies are critical trends in the field of office automation. Desktop publishing will gradually become an integral part of word processing for the office worker.

The Office Technology faculty are responding very quickly to the changing trends in office automation. The Office Technology courses and programs are continually updated to reflect the above trends. Equipment and software is purchased as the budget allows to keep the Office Technology labs up-to-date. New courses in desktop publishing have also been developed and approved and will be offered beginning fall, 1990.

4. **What types of academic and student support services are available to students enrolled in the Office Technologies/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technologies/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?**

A wide array of academic and student support services are available to all students regardless of their program of study. These services include credit by examination, developmental education studies, counseling, career development, and job placement, to name a few. The office technology department provides specialized advisement for their students in the areas of career goals, class scheduling, and individualized instruction. The department also provides aides in the office technology labs to assist the students.

The program does include a cooperative education experience. Students may enroll for up to six credits of cooperative education.

The faculty feel that the cooperative education component of the program is of high quality and has been well received by both employers and students.

5. Does the College have any Office Technologies/Secretarial Science 2+2 programs or articulation agreements with local high schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?

We currently have articulation agreements with the Baltimore County school system, Stratford Business School, and the Baltimore County Career Development Center. These articulation agreements provide college credit for selected courses at the sending institution and thereby avoid unnecessary duplication of coursework, thereby encouraging students to continue their education. In addition, communication between Essex and the high schools, vocational schools, private schools and business schools are fostered by these agreements.

Only a few students have taken advantage of these articulation agreements. Plans are underway for increasing student awareness of this opportunity to accelerate their progress toward the AA degree.

6. Describe briefly how the Office Technologies/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?

The Office Technology program is housed in the Business and Management Division. The program is administered by a department coordinator who is a full-time faculty member who reports to the division chairperson. The coordinator's responsibilities include scheduling of classes, locating part-time faculty, maintaining equipment, selecting and ordering texts, maintaining an inventory of supplies, equipment and software, advising students, teaching courses and numerous other duties which are necessary to keep the program running smoothly. The program is evaluated by students in the program through evaluation of individual courses and instructors, by graduates in follow-up studies, by employers and by internal comprehensive self-studies done on a five-year cycle.

For the fall 1989 semester there are five full-time and three part-time faculty. The ratio of credits taught by full-time faculty to the credits taught by part-time faculty is 4:1. Faculty members are encouraged to attend seminars, workshops, professional meetings, industry conventions, and professional development courses when available and appropriate.

7. **Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Office Technology department receives numerous calls from employers who are looking for qualified office personnel. These employers discuss the skills and traits that they would like to see incorporated into the programs and courses. Also, employers are very willing to deliver classroom presentations to the Office Technology students.

   The program advisory committee meets annually and is very supportive of the Office Technology program with all committee members currently employing at least one graduate.

8. **What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?**

   Two faculty members have been given special assignments, one who serves as coordinator of credit enrollment development and the other as coordinator of noncredit course offerings. Their responsibilities include speaking on the changing nature of jobs in the field of office technology. Additionally, mailings that include credit and noncredit courses, which will update skills in the Office Technology area, have been sent to employers and former students.

9. **What should be the role of the Office Technologies/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue of credit versus noncredit offerings.**

   The role of this program will include the preparation of students for entry-level office positions in the business community. Noncredit offerings will continue to be developed to provide skill and knowledge updates for the currently employed individual.

10. **If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technologies/Secretarial Science, what would that advice be?**

    Students need to be made aware that an AA degree is recognized as a first degree in many companies and entry-level to some careers. It also is recognized in promotion and pay level increases.

11. What action(s) does the College plan to take to address the above issues?

As part of the College's internal evaluation system, a DACUM-based review was recently completed on the Office Technology program. The evaluation committee will be meeting during the spring semester to make recommendations for program revitalization strategies.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Essex Community College**

PROGRAM TITLE: **Electronics Technology**

PROGRAM HEGIS NUMBER: **5310-01** LEVEL OF AWARDS: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Complete selected courses	13	8
Earn a certificate	9	6
Degree	134	83
Unknown/blank	5	3
Total	161	100%

Personal Goals	Number	Percent
Exploration of new career field	18	11
Immediate job entry	35	22
Transfer	44	27
Update skills for a current job	46	28
Personal interest	9	6
Other	9	6
Total	161	100%

Source: Survey administered to students during registration.

2. **What factors account for the declining enrollment in this program?**

Throughout the State many of the Electronics Technology programs are experiencing a decline in enrollment. The following list gives some possible reasons for this decline in Electronics Technology enrollment.

- There are fewer electronics industrial arts students progressing through the Baltimore County public school system.
- An entry level electronics technician receives a relatively low salary in comparison to some other attractive positions for young people.

- When the unemployment rate is low, the re-training rate is also low. During the early 1980s, the electronics enrollment consisted of many older students who were seeking re-training. As the unemployment rate decreased, so did the number of students seeking to be re-trained.

- The former Computer Technology Occupational program, which was suspended in the fall of 1986, required electronics courses as part of the Computer Technology graduation requirements. These students boosted the electronics enrollment through the 1987 school year. Since the Computer Technology program is no longer offered, enrollment in some electronics courses has dropped accordingly.

3. **At what level does the College expect the enrollment to stabilize?**

   It is anticipated that enrollment will stabilize at about its present level which is approximately 175 students.

4. **What factors account for an enrollment-to-awards ratio that is more than twice the State average?**

   Most of our electronics students attend part-time. Many years may pass before they complete the requirements for a certificate or an AA degree. Also, many students start the electronics program, take a few courses, obtain employment (not always related to their studies), and stop attending college.

5. **What does the College consider to be a minimum number of awards for a successful program?**

   Keeping in mind that the greater percentage of students enrolled in the program is part-time, the College considers a minimum of 15 awards per year a successful program.

6. **What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?**

   There are at least two factors which may have contributed to a rising discipline cost per credit hour in Electronics. First, a change in the method of calculating the cost of faculty salaries was introduced two years ago.

In the past, the summer salary of the 12-month electronics faculty member was calculated as an overload which was much lower than the actual salary paid. Now the actual salary of this faculty member is calculated into the discipline cost. Secondly, the declining enrollment means that a larger total discipline cost is divided by a smaller number of student credits. Thus, the combination of a higher salary basis and lower enrollments contributes to a rising discipline cost.

7. **Describe contacts that you have had with employers about the curriculum and the need for the program.**

Within the past two years direct contact has been made with 20 employers. The contact has involved an invitation to the employer to visit the College campus for a tour of the electronics facility and an explanation of the curriculum. The employer-guest then delivers a presentation to the Electronics students concerning job opportunities, type of work performed, knowledge required for employment, working conditions, educational benefits, and pay.

What types of organizations are represented on the advisory committee?

The companies represented on the electronics advisory committee include the Westinghouse Electric Corporation, Allied Signal Corporation, Bendix Communications Division, AAI Corporation, General Instrument Corporation, Rexnord Automation, MCI Corporation, Black and Decker Corporation, and some smaller electronics companies in and around the Baltimore area. Some of the representatives from these companies are graduates of our Electronics program.

How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee?

During the past year, the advisory committee has met once. A proposed cooperative Computer Service Technology program with Catonsville Community College was discussed at that meeting. Since then a curriculum pattern has been developed and an articulated Computer Service Technology curriculum has been implemented.

Also discussed was a cooperative education program for Electronics students. Cooperative education has long been a goal supported by the advisory committee, and it can become a reality now due to the hiring of a cooperative education coordinator for the College.

Another concern of the advisory committee expressed in an earlier meeting was that the mathematics course requirement for the program did not meet the needs of the Electronics student. A new technical mathematics course intended to replace the current math requirement was presented for discussion. It will be offered for the first time in spring 1990.

Finally, the advisory committee recommended the addition of an MS-DOS course to the Electronics curriculum and in response an MS-DOS course taught on IBM computers has been added.

How many members of the program advisory committee are from organizations that employ graduates of the program?

Almost every company represented on the advisory committee employs graduates from the Electronics program. In some cases, Electronics program graduates are used as advisory committee members providing a direct link between the work place and the Electronics curriculum.

8. **What success has the College had in keeping up with the high technology advancement associated with this program? Describe the nature and scope of recent equipment acquisitions?**

The Electronics program is continually updated. As they become available, new textbooks that include the latest technical advancements are adopted. The lab sessions that parallel the lectures have also been revised to include circuits and components that use the latest technology. Another example of updating is the total revision of the microprocessor/microcomputer course. All new lab equipment was obtained for the revised course along with new textbooks. Also, within the past year, a surface mount circuit construction project, the latest technology in circuit construction techniques, was added to the circuit lab syllabus. In the near future we plan to acquire a logic analyzer, the newest technology in trouble shooting microprocessor/microcomputer circuits.

9. **Briefly describe how this program is administered and evaluated on your campus.**

The Electronics Technology program is housed in the Science and Mathematics Division. The program is administered by a coordinator who is a full-time faculty member on a 12-month contract and who reports to the division chairperson. The coordinator has a reduced teaching load during the fall and spring semesters and has the responsibility of updating courses, scheduling, locating part-time faculty, revising labs, selecting and ordering texts, purchasing and maintaining lab equipment, counseling students, working with prospective students, job placement, teaching courses, and numerous other duties that are necessary to keep a program moving forward.

The program is evaluated by students in the program through evaluations for individual courses and instructors, by graduates in follow-up studies, by employers, and by internal comprehensive self-studies done on a five-year cycle.

What is the ratio of full-time to part-time faculty members assigned to the program?

For the fall 1989 semester, there are two full-time and three part-time faculty. The ratio of the number of sections taught by full-time faculty to the number of sections taught by part-time faculty is 2:1.

What ongoing professional development opportunities exist to help faculty keep current with advances in this field?

Faculty members are encouraged to attend seminars, professional meetings, new product exhibits and industry-sponsored training sessions. Most recently, Tektonix, Inc. conducted a one-day seminar on the operation and use of a logic analyzer. The seminar was conducted on the Essex campus for all high school and community college electronics instructors in the area. Full-time and part-time faculty members attended the seminar.

Also, faculty members attended a one-day seminar on new developments in microprocessors conducted by Texas Instruments, Inc. Faculty members attended a one-day seminar conducted by the Instrument Society of America on the use of digital and microprocessor electronics in industry.

10. **What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those already employed.**

Judging by the number of employment opportunity announcements received by the program coordinator, it would seem that the role of the program during the next five years should be a continuation of the past five years with modifications to keep abreast of changing technology. More requests for part-time and full-time employees (not necessarily graduates) are received than can be filled. Most requests come from employers who have hired previous Electronics students. It would appear that the Electronics Technology curriculum is fulfilling employer needs.

Both the preparation for entry-level jobs and the enhancement of skills for presently employed workers will continue to be major objectives of the Electronics Technology program. Twenty-eight percent of the electronics students are presently enrolled in order to upgrade skills for their current job.

11. What action(s) does the College plan to take to address the above issues?

Two of the concerns raised by the SBCC (an enrollment-to-awards ratio that is more than twice the State average and a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College) are by-products of a declining enrollment which is being experienced by many of the Electronics Technology programs throughout the State. The decline would possibly be greater if it were not for the actions taken by the electronics faculty in promoting the program. For example, during the past two years every public and private high school within the College service area was visited twice. A technology information program was presented to physics, electronics, and drafting students and numerous other groups of students.

Also, within the past few years, through the promotion of the electronics program, special courses were provided for the Public Works Department of Baltimore County (traffic signal engineers and technicians) and General Motors. Within the past year, the Electronics faculty worked with Martin Marietta to produce electronics test materials that were administered to their employees. Some of the employees of Martin Marietta are now enrolled in Electronics courses. There is a continuing effort to address the enrollment problem. Another issue of concern is the ability to keep up with high technology advancements associated with this program. Given current budgetary limitations, we believe we are doing a good job in introducing new techniques. We are able to keep up with advances in technology through the hiring of adjunct faculty who are professionals in the field. They provide useful information that is integrated into the teaching of the courses.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Frederick Community College**

PROGRAM TITLE: **Engineering Transfer**

PROGRAM HEGIS NUMBER: **4940-01** LEVEL OF AWARDS: **AA**

1. **What factors account for the lack of enrollment in this program for the past two years?**

   The College does not consider 34 full-time and 75 part-time majors as a lack of enrollment. The College has only four specific engineering courses which students who designate engineering as their major are recommended to take. Two courses are offered each semester. The enrollments for the last three semesters were:

Fall 1988	Engineering Graphics	23
	Mechanics of Materials	13
Spring 1989	Engineering Statics	15
	Engineering Dynamics	10
Fall 1989	Engineering Graphics	28
	Mechanics of Materials	10

   Many other courses such as Calculus and Calculus-Based Physics are part of the Engineering program, but also part of other programs. Enrollment in these courses remains strong. Students often are required or strongly recommended to transfer to engineering programs at a senior institution after only one year at a community college, which greatly reduces the number of students taking the second year courses. Also, students find that the math/science requirements are too rigorous for their abilities and exit to another program prior to the beginning of their second year.

   The College considers the enrollment in Engineering as strong and viable.

2. **If the original program proposal estimated enrollment, how do these projections compare with the actual enrollment? If there are substantial differences, what factors account for them?**

   This program has been in place through the 1980s. The original program proposal estimates are no longer relevant to the current program.

3. What factors account for the low number of awards in this program?

The College has been categorizing Engineering as a transfer option to the Arts and Sciences. Therefore, for at least the 1980s Engineering graduates have been reported in the Arts and Science graduate numbers. Beginning with the class which graduates August of 1990, the Engineering Transfer program will be identified separately.

4. What does the College consider to be a minimum number of awards for a successful program?

The Engineering program is somewhat different from other transfer programs. There appears to be four tracks which the student follows: students are encouraged by transfer institutions to transfer after year one; the complexity of the course work means students often stay two or more years, but transfer prior to graduation; students due to the rigors of the program change their major; or students do graduate. For these reasons a relatively low graduation rate is predictable relative to other programs with large numbers of declared majors.

5. Does the Engineering transfer program at the College require courses not generally accepted at senior institutions or courses not applicable to the major at senior institutions? If yes, list the courses. What rationale has been given for the lack of acceptance or applicability?

All Engineering related courses have been articulated with the University of Maryland College Park. Frederick Community College is not aware of any difficulties which students have at this time in transferring credits into the University of Maryland College Park Engineering program.

6. Of those students in good standing in the College's Engineering transfer program in 1986-1987, approximately how many students sought to transfer to the University of Maryland's bachelor's engineering program in fall 1988? How successful were these students?

Data to answer this question are not available. There are a number of reasons:

- Students transfer after one year,
- Students are not certain as to which Engineering program they will be accepted, i.e. John Hopkins, UMCP, Penn State, among others
- There are no mechanisms to disaggregate data sent out to the community colleges from the University of Maryland System as to who ultimately transfers there and into what field.

Our only measure of success is word of mouth and aggregate GPAs for the system. It is our opinion that students who complete the rigors of our program succeed. This is reinforced by the GPA of all our students who transfer into the Maryland University System.

7. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

This program is part of the math department. One of our full-time faculty members is responsible for working with the full-time students in this program to ensure satisfactory student progress and/or guide them into maximum career decisions. This individual currently has a PhD in chemical engineering. This individual teaches 50 percent of the Engineering Transfer courses each semester. This is one engineering course per semester. In addition, he teaches Calculus, and thus can discuss many Engineering related issues with his students. The College encourages its staff to attend meetings within their fields. The College supports this by providing funds for travel. In addition, the College's Professional Development Council holds on-campus seminars on improving teaching.

8. **Make a value judgement about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The quality of this program is excellent. The program is designed so that students have an opportunity to move along many educational paths while in attendance. These include moving into other fields as their interests change or the limits of their abilities are reached, transfer into a BSE program after one year, or transfer into a BSE program at a later point in their academic career.

9. **What action(s) does the College plan to take to address the above issues?**

The major issue which created the program evaluation requests evolves around a reporting issue. The College has reported this program's graduates within the Arts and Sciences category. The action which the College will take will be to report the program beginning with the August 1990 graduates in Engineering Transfer. Our evaluation of the academic standards and enrollments in the Engineering program indicates the program is strong and viable.

SBCC STAFF RECOMMENDATIONS/COMMENTS

In 1986, 1987, and 1988, the College did not report any enrollment in the Engineering Transfer program. This report and a follow-up conversation with administrators at the College indicate that for several years Engineering Transfer students were reported in the Arts and Sciences category. Beginning fall 1990, the College plans to report Engineering Transfer students in the more appropriate Engineering Transfer category. The SBCC staff supports this decision.

The SBCC staff shares the College's concern about the paucity of data relating to the progress of transfer students at senior institutions. With the implementation of the new Maryland Higher Education Commission Transfer Policies, more data about community college transfer students should be available. In the meantime, the SBCC staff will continue to press for more comprehensive information about the status of community college engineering transfer students.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Frederick Community College**

PROGRAM TITLE: **Information Processing**

PROGRAM HEGIS NUMBER: **5101-01** LEVEL OF AWARD: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	21	28%
Certificate	8	11
Degree	45	61
Unknown/blank	0	0
Total	74	100%

Personal Goals	Number	Percent
Exploration of new career field	17	23%
Immediate job entry	18	24
Transfer	6	8
Upgrade skills for current job	17	23
Personal interest	11	15
Other/unknown/blank	5	7
Total	74	100%

2. **What factors account for the declining enrollment in this program?**

While declared Information Processing majors have declined steadily over the past several years, course enrollment in computer courses has increased. During the fall term in 1985 through the fall term in 1989, our computer course enrollment has increased from 505 students to 589 students per semester. This represents our highest enrollment since 1984.

It is our feeling that students are selecting only certain computer courses to tie in with a major in another discipline, such as Business Administration. In addition, students with declared majors in fields such as Art, Communications, and the Social Sciences are selecting several introductory computer courses along with a course in some type of applications, such as word processing or spreadsheeting.

3. At what level does the College expect the enrollment to stabilize?

We feel that the number of declared Information Processing majors has leveled at the current point. Our records show that declared majors are almost identical for fall 1987 and fall 1988.

Some of our students who in the past would have majored in Information Processing are now selecting transfer programs in the computer field, such as Information Systems Management and Computer Science. However, there is a national trend for students to select majors outside the computer field and we expect that trend to apply here.

To cope with this dilemma, we are constantly revising our programs as well as course content. Our response to questions 6 and 7 will address our efforts in more detail.

4. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

Contract Specialist	System Test Analyst
Subsystems Test Engineer	Network Administrator
Administrative Assistant	Circulation Clerk
Computer Specialist	Data Processing Assistant II
Senior Programmer/Systems Development	Biological Research Technician

5. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.

	Number	Percent
Number of graduates	209	100%
Response rate	27	13%
Job directly related	14	52%
Job field related	9	33
Not related	4	15
Total	27	100%
Continued education	13	48%
Satisfied with transfer preparation	13	100%
Achieved education/career goal	27	100%

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Information Processing advisory committee meets at least once annually. Members of the committee represent the Frederick County Government computer services, area high tech industries, the U.S. Army base located at Fort Detrick, the Frederick County Board of Education, and several small data processing firms.

   Over the last several years, the committee has recommended various program revisions. Suggestions recommended and incorporated into our program include additional software application package courses to the program, such as computerized accounting, word processing, spreadsheets and desktop publishing.

   All agencies, government units and firms represented on the advisory committee have employed our graduates and/or currently enrolled students. All of the firms take advantage of our cooperative education opportunities where students receive co-op credits while working part-time.

7. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions.**

   Construction is to take place during the summer of 1990 for the purpose of renovating all of our instructional computer facilities. This will result in providing for our students several state-of-the-art computer laboratory/classrooms. These modern facilities will be equipped with up-to-date equipment including the following: at least 30 IBM PS/2/30/286 models; 12 MacIntosh microcomputers; several LaserJet printers; and hard drive systems on 90 percent of the IBM PCs.

   In addition, we will make the following software available to our students: Lotus 2.0, WordPerfect 5.0, dBase IV, Harvard graphics, PC Paintbrush, and DOS 4.0.

   Also, there is a HP 3000 Model 48 minicomputer for instructional purposes only. COGNOS Powerhouse, a 4th generation language is installed on the HP with Information Center Speedware to be added soon.

8. What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those already employed.

It is our feeling that the instructional computer department will become a service area for most programs at the College. We will be much like the English and math departments. Individuals majoring in other disciplines will select certain computer courses to enhance their marketability when searching for employment. While we will continue to have majors in Information Processing, Computer Sciences and Information Systems Management, the majority of our course enrollment will be generated by students who are majoring in Accounting, Business Administration, Communications, Criminal Justice, and various other programs.

As a result of this development, we in the instructional computer area must continually generate new and current courses that will draw students and meet their vocational goals. In addition, we must generate fourth generation computer courses to satisfy the needs and demands of those individuals already in the computer field. An example would be the addition of Speedware to our course offerings.

9. What action(s) does the College plan to take to address the above issues?

The following steps are being taken by the College to address the issues referred to in the previous statements:

- Continue to meet at least annually with our computer advisory committee to keep abreast of current issues, needs and demands.
- Request budgeted funds to enable computer faculty to pursue the very latest technical training and bring this knowledge immediately to our classroom.
- Continue to request the most recently developed equipment and software so as to enable us to satisfy today's industry needs.
- Encourage current computer faculty to accept part-time employment in the computer industry to keep abreast of the most recent developments.
- Encourage area employers to continue working with our students in cooperative, on-the-job ventures.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Garrett Community College**

PROGRAM TITLE: **Secretarial Science**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARDS: **AA/Certificate**

1. **How are students <u>using</u> the Office Technologies/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technologies/Secretarial Science program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	14	54%
Prepare for entry into different career	6	23
Update skills for current job	6	23
Prepare for transfer to four-year college	0	0
Self-enrichment/personal interest	0	0
Other	0	0
Total	26	100%

Educational Goals	Number	Percent
Complete selected courses	7	27%
Earn a Certificate	6	23
Earn an Associate in Arts degree	13	50
Other	0	0
Total	26	100%

Source: Student registration and admission forms.

2. **Office Technologies/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

In Garrett County there are few businesses employing large numbers of secretaries. Rather, there are numerous small businesses employing one to three secretaries. This employment pattern has remained constant for approximately a decade.

The existing Secretarial Science program at Garrett Community College has experienced a decline because many students enter the program with short-term career goals of getting entry level job skills and seeking employment without AA degree completion. Employers do not require a postsecondary degree and often the salary range in small businesses discourages students/employees from investing time and money in degree completion.

In its effort to initiate more interaction with local businesses, the College plans to work to develop in employers an appreciation of the skills and technological abilities of employees with AA degrees in Office Technology/Secretarial Science and reverse the compensation scales within Garrett County.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

The trend that is most critical to the future direction of our program is the continued automation of the office and the need for the secretary to know more than basic secretarial skills, such as typing and word processing. They need to be knowledgeable in all areas of computer application and familiar with electronic equipment and programs, such as voice processing, electronic mail, etc. Also, they need to be "take-charge" people who can make decisions and work effectively with and supervise others. Our new program to be implemented in fall 1990 goes beyond the basic secretarial skills and instructs the student in all areas of computer application, in office management, and in supervision.

The College is responding to these changing trends by establishing and prioritizing automation requirements to put Garrett Community College on the cutting edge of technology. Because Garrett Community College is a small institution with limited fiscal allocations, it must seek special resources to maintain current office technology equipment.

4. **What types of academic and student support services are available to students enrolled in the Office Technologies/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technologies/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?**

Peer tutoring, a Learning Enhancement and Assistance Center for special academic assistance, and personal and career counseling are available for Secretarial Science students. The faculty member heading the Secretarial Science program serves as the primary academic advisor for these students. A job placement center assists secretarial students in finding full-time or part-time jobs while they are completing their academic curriculum. An internship experience is included in the program. The Secretarial Science faculty member believes this to be a very strong component of the program. The faculty coordinator places students in offices throughout the county according to the students' employment goals.

5. **Does the College have any Office Technologies/Secretarial Science 2+2 programs or articulation agreements with local high schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

While there is no 2+2 agreement with the Garrett County public schools, an articulation agreement does exist whereby eligible students are able to get advanced placement credit for basic accounting, introductory and intermediate typing, and introductory shorthand. There are no private career schools in Garrett County.

To date, very few high school Secretarial Science students have taken advantage of the existing articulation agreement.

6. **Describe briefly how the Office Technologies/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

The Secretarial Science program is administered by the Assistant Dean of Instruction in coordination with the Associate Professor of Secretarial Science. Each semester student evaluations are obtained in every course. This feedback is coordinated by the Office of Institutional Research on campus. Follow-up surveys are also conducted annually on AA degree and certificate graduates. This semester there is one full-time and one part-time faculty teaching in the program. The full-time faculty member keeps current by attending professional workshops and seminars.

7. Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

In February 1989, DACUM panels for Phase I and II were convened to review the Secretarial Science program at Garrett. A segment of this group has agreed to serve on the advisory committee, and a meeting is planned for January 1990. As a result of the DACUM process, the College plans to make revisions in the existing curriculum. Employers desire more computer and technological skills from employees. The College anticipates emphasizing instruction in skills that are compatible with current, state-of-the-art technology. For this reason, Garrett Community College would propose changing the program title of Secretarial Science to Office Technology. Local employers are pleased that the College plans to make these revisions in program title and content emphasis.

8. What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?

Through the faculty coordinator of secretarial science, the College has sponsored "field trips" to employment sites beyond Garrett County where interested students and employers may visit, view, and learn about current office technology and how it is changing the nature of secretarial jobs.

9. What should be the role of the Office Technologies/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue of credit versus noncredit offerings.

Following a six-month intensive review and evaluation of its Secretarial Science program, the College has developed plans to revise and upgrade its program. The College proposes that the name of the program be changed to Office Technology, emphasizing the technological aspect of secretarial skills versus basic typing and clerical skills. Several courses in the program will require prerequisite typing and computer skills. All courses in the program, with the exception of practica and internships, will be offered on a credit or noncredit basis. The College has experimented with offering this option, and it has been a successful experiment. Continuing education offers numerous noncredit courses in secretarial skills and computer application courses. These offerings have always been well enrolled and provide an alternative format to developing and improving office skills.

10. If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technologies/Secretarial Science, what would that advice be?

Because Garrett Community College is located in a rural area atypical of most counties with community colleges, advice that may be appropriate in this county may not be applicable in areas with large businesses and industries. In this area the most beneficial promotional strategy is personal contact with employers demonstrating the office technology skills and level of professionalism brought to the workplace by AA degree graduates. When colleges can demonstrate that their students are trained on the most current office technology and, through internships, allow employers to sample the skills and efficiency of the AA degree student, the desire to require the associate in arts credential of employees may become prevalent.

11. What action(s) does the College plan to take to address the above issues?

Essentially, the College proposes strengthening the requirements of the existing AA degree in Secretarial Science and implementing an emphasis on Office Technology.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Hagerstown Junior College**

PROGRAM TITLE: **Executive Secretarial**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARD: **AA/Certificate**

1. **How are students <u>using</u> the Office Technology/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technology/Secretarial Science program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	26	82%
Prepare for entry into different career	1	3
Update skills for current job	2	6
Prepare for transfer to 4-year college	2	6
Self-enrichment/personal interest	0	0
Other	1	3
Total	32	100%

Educational Goals	Number	Percent
Complete selected courses	2	6%
Earn a Certificate	6	19
Earn an Associate in Arts degree	24	75
Other	0	0
Total	32	100%

Source: Fall 1989 Survey of Educational Goals/Objectives

2. **Office Technology/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

Hagerstown Junior College's service area is experiencing a decline in students interested in secretarial science as a career. Four basic reasons for the decline are:

a) the traditional high school population in the College's service area is still declining and will continue to decline for approximately two more years;

b) the program remains attractive, however there is much greater interest in attending on a part-time basis and working full-time;

c) the secretarial science salaries in the College's service area are low when compared to other job opportunities; and

d) a number of students who initially consider secretarial science as a career make a change when they discover that it is a high-tech profession. They are not prepared to commit the amount of time necessary to master a series of computer-related skills.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

The largest overall trend which is making an impact on secretarial science is the move to the application of microcomputer technology. The transition has been from the electric typewriter to the electronic typewriter to the multi-purpose stand alone microcomputer. Accompanying this hardware change has been an increase in software sophistication. Multi-purpose programs like dBase and Lotus 1-2-3 make it possible to create a software integration configuration which will increase the sophistication of the secretary.

The future direction of the Secretarial program at Hagerstown Junior College seems to point to a potential merging with the College's Data Processing program into an Information Technology associate degree. The College is fortunate in that we have received a Title III Developing Institutions Grant which permits us to revise both hardware and software within the program in preparation for the potential integration of the two programs.

4. **What types of academic and student support services are available to students enrolled in the Office Technology/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technology/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?**

The students in the Secretarial Science program receive the standard academic advisement available to all students at the College. Further, they receive significant career advisement from the faculty in the program.

A number of specialized support services are available to these individuals. The first is the College's student success program developed under Title III. Also, the College has a fully operational vocational support services program which includes study groups, individual tutorial, and career development opportunities. Finally, the College's job placement coordinator works very closely with the secretarial science faculty. She conducts placement preparation and resume development seminars for students in the program.

The College's Secretarial Science program requires a cooperative education placement. The faculty consider this requirement to be both significant and essential. It assists the students in understanding the application of the theory and technology, which they learn, to the work world. Further, it is an important component of the job readiness and job placement aspects of the program.

5. **Does the College have any Office Technology/Secretarial Science 2+2 programs or articulation agreements with local high schools? Are there any articulation agreements with private career schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

The College has a very strong business education/secretarial science 2+2 articulation agreement with the seven comprehensive high schools in Washington County as well as the County's Career Studies Center. We are in the process of making similar agreements operational with nine school districts in Franklin and Fulton Counties in Pennsylvania. Further, we have articulation agreements with Hagerstown Business College and the Abbie Business Institute in Frederick.

Approximately eight students from the Washington County high schools take advantage of the articulation opportunity annually. This figure covers fall 1978 through the spring of 1989. These students receive an average of four articulated credits each. An average of three students annually use the articulation agreement with the Hagerstown Business College. Since the negotiation of the agreement with Abbie, approximately six students have taken advantage of it. Data regarding the articulation agreement with the Pennsylvania school districts will be available at the end of the fall 1989 semester.

In general, all of these agreements are operating very efficiently. The strengths of the agreements are: they save money for the students; they do not require the students to repeat previously mastered learning; and they strengthen communication and cooperation between college and high school faculty. The most observable weakness is a continuing lack of communication within the College's service area regarding the availability of program articulation.

6. **Describe briefly how the Office Technology/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

   The Secretarial Science program is an integral part of the College's Business Division. It is supervised by the division chairperson and is evaluated using the standard demographic data applied to all of the College's instructional programs. The current ratio (fall 1989) full- and part-time faculty in the College's Secretarial Science program is 50/50. The reason that the ratio is 50/50 is that two full-time faculty are receiving release time to implement curriculum modification under the College's Title III grant.

   The following professional development opportunities exist and are used by the Secretarial Science faculty to keep current with technological advances: Funding for office automation training is provided in the Title III Grant and the two full-time and one temporary full-time faculty in the program are taking advantage of it. One of the full-time faculty represents the College as a member of Professional Secretaries International (PSI). This organization provides training and career development workshops. Further, a number of professional workshops and seminars are available in the College's service area which the faculty take advantage of. Finally, the Secretarial Science faculty have been leaders in using the College's summer research and development grant program to engage in technological upgrade and curriculum development.

7. **Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Secretarial Science faculty are actively involved with employers who hire their graduates. First, through the co-op program regular contact is made throughout the semester. Second, the Secretarial Science advisory committee meets on a regular basis and provides relevant and useful information regarding employment and technology trends in the College's service area. Finally, as a part of the Title III program, a TAP/DACUM evaluation activity is scheduled. It will be made up of employers from the College's service area. The result will be validation of the curriculum changes being initiated under Title III. All eight members of the program advisory committee are from organizations that employ graduates of the Secretarial Science program.

8. What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?

The College has taken initiatives in four areas to increase community awareness of the changing nature of the secretarial science field. The contacts made with employers as a part of co-op placements present an opportunity to discuss the changing nature of the field with employers. The College's traditional marketing procedures--newspaper, radio, and television advertising--have from time to time highlighted the technological changes in the secretarial science field. The PSI organization in which the College participates reviews the changing nature of the profession on a regular basis. Finally, one dimension of the articulation programs with local and area high schools is a continuing review of changes in the job field. The College faculty think that a great deal more needs to be done to raise the awareness level in the College's service area.

9. What should be the role of the Office Technology/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue credit versus noncredit offerings.

The faculty and staff at Hagerstown Junior College envision the Secretarial Science program at the College as a moderate to high growth area over the next five years. A major change in the program is likely in that a merger with data processing to create an information technology program could occur within this time frame. Work is under way to integrate noncredit and credit instruction in this field. The College considers a career ladder approach essential in any high-tech program. Noncredit is the first rung on a career ladder leading from the College's secretarial certificates to the associate degree and, if desired, to a bachelor's degree in one of several fields.

10. If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technology/Secretarial Science, what would that advice be?

The faculty at the College provide the following advice to their students who are pursuing a career in secretarial science. Secretarial science is a career path to a series of high-tech fields which are both rewarding and which have plentiful employment opportunities. Students are made aware, however, that it is a rapidly changing career field where lifelong learning is essential.

11. What action(s) does the College plan to take to address the above issues?

There are three major tasks currently confronting the faculty and staff who are working closely with the Secretarial Science program. The first is to complete the curriculum upgrade called for in the College's Title III program. This is a 21-month project. Second, planning is under way to increase the sophistication of the College's articulation agreements and improve the level of community awareness that articulation is available. Finally, a series of community outreach activities is being explored to enhance community understanding of the importance and the changing nature of this high-tech career field.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Hagerstown Junior College**

PROGRAM TITLE: **Mechanical Engineering Technology**

PROGRAM HEGIS NUMBER: **5315-01** LEVEL OF AWARD: **AA**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	-	-
Certificate	1	3%
Degree	32	97
Unknown/blank	-	-
Total	33	100%

Personal Goals	Number	Percent
Exploration of new career field	7	21%
Immediate job entry	12	37
Transfer	3	9
Upgrade skills for current job	9	27
Personal interest	1	3
Other/unknown/blank	1	3
Total	33	100%

Source: Survey of Educational Goals/Objectives

2. **What factors account for the declining enrollment in this program?**

The number of high school graduates in the Hagerstown area had decreased for several years. This trend is now reversing itself with a large influx of students in elementary and middle school. Bad publicity from Mack Truck and the closing of Fairchild had hindered recruiting new high school graduates during the early 1980s. The area is now starting to attract new high technology industries. The low enrollment during that time period manifested itself in the low number of graduates for the last several years.

3. **At what level does the college expect the enrollment to stabilize?**

The program has always had a stable enrollment among part-time students who are employed full-time.

According to the official Registrar's report in September 1988, a total of 29 students were in the Mechanical Engineering Technology program. In September 1989, 44 students were enrolled and eight more students were in the Certificate option. An additional 16 students entered the Engineering Technician program from Mack Truck, and two of these students are in the Engineering Technician Certificate option. While these students are not reported as part of the MET curriculum, almost all of their courses are taken under this program.

An additional 11 students are in the Engineering Technician option, some of whom will be taking most of their courses in the MET program. The MET program also shares physics and math classes with the Electrical Engineering Technology program. Overall class size is more than adequate. Counting the Mack Truck program, an increase of 134 percent in the number of students was experienced in one year.

4. **If the original program proposal estimated enrollment, how do these projections compare with the actual enrollment? If there are substantial differences, what factors account for them?**

The 1981 master plan for the MET program projected a steady enrollment of 44 students. This number has been met by the September 1989 enrollment. This increase can be attributed to the opening of the Advanced Technology Center and occurred in spite of the fact that the increase in the County school population has not appeared at the high school level.

5. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

Job titles from the 1988 follow-up survey include structural steel detailer and facilities engineering technician. Job titles of recent graduates include drafter, CAD operator, plant manager, and CNC programmer. Many of the students continue their education in bachelor of technology programs.

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The advisory committee is active and meets at least once a year. The committee has played a role in the development of the Advanced Technology Center and will be engaged in curriculum development during the coming year. All members are potential employers of graduates.

7. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

On December 5 the College's MET advisory committee had its annual fall meeting. The responses to the evaluation questions regarding the MET program were submitted to the group for review. They are in agreement with the position taken by the College faculty and staff that the quality of the Mechanical Engineering Technology program is excellent. It is their opinion that with the addition of the Advanced Technology Center, the quality of the program will continue to improve.

8. What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those already employed.

The Mechanical Engineering Technology curriculum will be one of the premier programs in the Advanced Technology Center during the next five years. The program will serve both entry-level positions and as a platform for employees to upgrade their current skills. As more employees are attracted to the Advanced Technology Center in noncredit activities, it is expected that many of these will enter credit offerings in the technologies.

9. What action(s) does the college plan to take to address the above issues?

For the first time, the MET program will be working with a full complement of industrial equipment as more systems go on-line in the Advanced Technology Center. Major activity is expected in CAD and CNC. Development of courses in robotics is a possibility. Most of the equipment, which was purchased for industrial training, is usable in the degree programs which increases their salability to the secondary school population. The increasing interest in technology reflects the changing population in Washington County. The MET program finally has the opportunity to establish itself firmly as a viable force in the Advanced Technology Center.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Hagerstown Junior College**

PROGRAM TITLE: **Hospitality**

PROGRAM HEGIS NUMBER: **5404-01** LEVEL OF AWARD: **Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	-	-
Certificate	3	75%
Degree	1	25
Unknown/blank	-	-
Total	4	100%

Personal Goals	Number	Percent
Exploration of new career field	-	-
Immediate job entry	2	50%
Transfer	1	25
Upgrade skills for current job	1	25
Personal interest	-	-
Other/unknown/blank	-	-
Total	4	100%

Source: Survey of Educational Goals/Objectives

2. **What factors account for the low enrollment in this program?**

At the fall meeting of the hospitality advisory committee the question of what factors account for low enrollment in the program was a major topic of discussion. Members of the advisory committee identified three factors which contribute to low enrollment. The first is that many individuals perceive the hospitality industry as a job, not a career. In their opinion a college education is not needed to enter the hospitality field. The second factor is a perception on the part of those interested in a hospitality career that relates to the larger employers. In their opinion, entry into a major corporation requires baccalaureate-level training. Finally, there is a low attractiveness image to the hospitality industry. People providing this service work evenings, weekends and holidays. In general, individuals interested in a more traditional work week are not attracted to the hospitality industry.

3. What is the minimum number of students needed to offer a successful program?

Staff from the College's Business Division and the Office of Instruction met in early September to plan for a comprehensive evaluation of the College's hospitality program. One aspect of the plan was to establish enrollment targets. The threshold for a viable program is 15 students. Over a four-semester period our goal is 50 students.

4. What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?

The cost of the program is directly influenced by the very low enrollment. It is likely that when the goals for enrollment are met, the cost per credit hour of the program will decline.

5. Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

College staff are in the process of conducting a comprehensive market assessment for the hospitality industry. The process is two-part. First, the program head does a field interview with representatives from the industry. A completed field interview form is submitted to the chairman of the business division. After completion of the field interview, the interviewee is provided with a needs assessment form to be completed and returned to the College. This process will be completed during the fall 1989 semester. As of November 30, 60 employers have been interviewed. Twenty of the needs assessment instruments have been returned.

Phase two of the evaluation includes an analysis of the needs assessment instruments and the field interviews. Data drawn from these instruments will be used to plot the future of the program. Phase two of the market assessment, data analysis, will be conducted in January 1990.

The program advisory committee met twice during the spring of 1989 and met in October 1989 as a part of the overall market assessment. With the exception of those agencies that prepare students for matriculation to the College, the members of the advisory committee represent employers that have in the past employed or currently employ graduates of our program. Thirteen members of the advisory committee are in this category.

6. What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions.

During FY 1989 the College purchased an initial piece of state-of-the-art equipment (sandwich unit) for use in the program. In FY 1990, funds are allocated to purchase equipment and a decision on exactly what will be added will be made following an evaluation of the results of the market assessment. In the College's long-range plan there is a design to refurbish the entire hospitality service area. We are seeking county capital improvement projects funds to complete the renovation.

7. Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the problem? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?

The program is an integral part of the College's business division; therefore, it is supervised and evaluated by the business division chairperson. All courses in the program are taught by a full-time member of the College faculty. This individual is a member of the following professional organizations which provide professional development opportunities: Council on Hotel, Restaurant, and Institutional Education, National Restaurant Association, Restaurant Association of Maryland; Mid-Maryland Chapter, of Restaurant Association of Maryland, and American Culinary Federation, Washington County Chapter

8. What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those already employed.

The College's long-range plan calls for a hospitality program which has three levels. The core of the program will be a basic certificate with sufficient enrollment so that it functions as a stand-alone offering. The second level will be a hospitality management associate degree that will be articulated with the certificate program. This offering will not become viable until the College reaches at least 50 students in the certificate program. Third, the College is considering a second market assessment to determine the viability of a chef's apprentice program. This activity will be conducted during FY 1992. If there is interest in the program, it would be structured as a noncredit offering. An articulation agreement would be arranged so that participants would receive credit for some of the related instruction in the apprenticeship program upon completion of the apprenticeship. Finally, the College will continue to explore articulation opportunities for a hospitality baccalaureate program within the Maryland college and university system.

The College has adopted a career ladder model in an effort to respond to both the needs of entry-level employees as well as job enhancement for those already employed in the industry.

9. What action(s) does the College plan to take to address the above issues?

The following actions will be taken to establish a developmental plan for the College's Hospitality program. The market assessment will be completed by the end of the fall 1989 semester. Data analysis will take place during the spring of 1990. The data will be used to assess the current structure of the program and its delivery system. Concurrently, extensive advertising is being used to achieve the threshold enrollment target by January 1990. Finally, the data drawn from the market assessment and the enrollment in the January 1990 semester will determine the status of the program for academic year 1990-91. A decision will be arrived at by April 1, 1990, and communicated if appropriate to the Maryland State Board for Community Colleges.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is to be commended for its comprehensive evaluation of the Hospitality program and its long-range plans to create a "career ladder" within the program to encourage students to further their education.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Harford Community College**

PROGRAM TITLE: **Computer Information Systems**

PROGRAM HEGIS NUMBER: **5101-01** LEVEL OF AWARDS: **AA**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Personal Goals	Number	Percent
Explore new career or academic area	13	10%
Prepare for entry into first career	17	13
Prepare for entry into a different career	28	21
Prepare for transfer to a four-year institution	19	14
Update skills for a current job	42	30
Interest/self-enrichment	9	7
Explore a new occupational area	7	5
Other	0	0
Unknown	30	0
Total	165	100%

Entry Goals		
Complete selected courses	55	34%
Earn a Certificate	0	0
Earn an Associate in Arts degree	105	66
Unknown	5	0
Total	165	100%

2. **What factors account for the declining awards in this program?**

The ad hoc program review committee identified the following factors as potential causes for the decline of awards:

- Enrollment in this AA degree program declined between 1983 and 1987.
- The number of high school students using the articulated agreement in Data Processing declined between 1983 and 1987 consistent with the decline discussed above.
- Information Systems Management and Computer Science transfer degrees were developed and compete for the same pool of students.

- Marketing efforts were not focused on target markets.

- Industry standards for entry to the programming field changed. Changes in hardware and software resulted in higher expectations by employers who began opting for four-year graduates and not interviewing two-year degree graduates.

- The shift to microcomputers in business decreased the need for programmer positions but has also created a need for new computer skills.

3. What factors account for the low placement of students in full-time jobs related to their field of training?

Only 14 of a potential 34 AA degree completers responded to this question. Their responses, findings from a telephone survey of individuals who graduated from this program in the last two years, and the experience of the focus group participants were combined to determine the following factors which account for the low placement in full-time jobs:

- Entry to the data processing industry for some graduates still means accepting less than full-time employment, and less than the professional position they anticipated because they have limited or no previous work experience. Many graduates accept this as a given in the hopes of upgrading their entry level job by professional development and/or tenure.

- A placement service was not available until recently to assist Harford Community College graduates.

4. For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.

Programmer
EDP Specialist
Junior Programmer
Associate Systems Analyst
Information Systems Planner
(Data Processing/Electronics)
PC Coordinator
Communications Technician
Technical-Distributed Systems
Operator/Operations Personnel
Office Automation Technician

5a. Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year?

The seven-member advisory committee is comprised of representatives from the Harford County Government, Aberdeen Proving Ground, Harford Mutual Insurance, United States Fidelity and Guarantee Insurance Company, The Commercial Bank, Preston Trucking Company, and Merry-Go-Round Manufacturing.

The curriculum advisory committee meets annually. A total of 25 representatives, 10 from the curriculum advisory committee, the ad hoc committee, and 15 local employers met in focus groups. The ad hoc committee met several times to assess the findings of the focus groups. Sharing information and discussing current and future program needs with both focus groups was a very positive experience for those involved in this program evaluation.

5b. What changes or revisions were recommended by the committee? How many members of the program advisory committee were from organizations that employ graduates of the program?

All members of the curriculum advisory committee and people invited from local industry to serve on the focus groups were from organizations that employ or anticipate employing graduates of the Computer Information Systems degree program.

The committees recommended retaining field placement/cooperative education and making several changes in course offerings. Specifically, the department should:

- Expand course and program offerings to include:
  - RPG III
  - Ada
  - Micro courses using an integrated data base, word processing, spreadsheeting (generic)
  - Logic courses for programmers (probably taught as a Math elective)
  - CAD
  - Office Automation/Work Center Technician Certificate

- Modify existing courses to incorporate:
  - Knowledge of the role of operations as entry to the profession
  - Relational data base
  - Disaster recovery
  - Documentation/writing efficiency
  - Systems planning
  - An emphasis on structured programming
  - Work station environment

Student contracting at Aberdeen Proving Ground
Telecommunications, networking, data communications
Strong emphasis on the role of Technical Writing

In addition, some student interest was expressed in making these offerings available in a weekend series.

6. **What success has the college had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

To date we have purchased both a mini system (UNIX) and microcomputers with appropriate software to equip a laboratory. This instructional laboratory which has worked well when marketing credit courses and short-term training is more than adequate to serve most of the proposed changes. However, a major equipment investment will be needed to address RPG III and telecommunications.

Random labs have served our students well. The use of computer laboratories at local high schools for evening use has been negotiated and implemented. Utilization of a lab at the Aberdeen Proving Grounds is an option with potential but will need further study.

Across the total Data Processing program (not just Computer Information Systems) we tend to stay current with software packages as they change generations but are not always able to implement new offerings given our limited full-time staff. When technical man hours and equipment are limited, we have experienced problems implementing courses such as C.I.C.S. An additional full-time faculty member will be employed beginning with the fall 1990 semester to help address this problem.

A similar concern is that while the level of funding for professional development at Harford Community College for faculty is generous, the costs for data processing professional development are quite high and often exceed current resources.

7. **Make a value judgement about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The quality of instruction in the program is excellent as judged by students, peers, and administrators. Laboratory equipment was rated very good and the instructional assistants function at a very high level. In addition, tutorial support is available. The majority of the graduates are employed full-time; at entry they were equally divided between entry to first career and entry to different careers and transfer. The great majority of students surveyed from 1987-89 indicated that they achieved their goal. Low cost and accessibility are cited as reasons for coming to Harford Community College. However, few students indicated they had used the placement service.

Most students who transferred went to University College and approximately 60 credits were accepted. Some transferred to University of Maryland Baltimore County, University of Baltimore, and Towson State University. Also, some changed their major upon transfer. Job titles varied from Analyst to Office Manager with salaries in the low $20,000 range. Training experience (short-term intensive courses) continues to be well received.

Because of these positive indicators, the College believes that despite changes in the job market this program should be continued with some restructuring.

8. **What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those already employed.**

The focus groups suggested a program model that includes training as one role and entry to the profession as the second role of this program over the next five years. This differentiation can best be seen by two different delivery modes. Intensive short-term courses would be used for training. Courses which are traditionally formatted and involve lecture and lab experiences over longer periods of time would prepare students for entry into the profession.

Training courses should be taught by both credit and noncredit faculty. Emphasis needs to be placed on credit faculty involvement so that they can use noncredit as a course development process and as a means of addressing their own professional development.

The packaging of intensive courses will need to be expanded and we will need to develop more effective ways of communicating with prospective training clients.

Entry to the profession, according to the information shared by the focus groups and advisory committee, will continue to be available to AA degree completers and Certificate completers with a bachelor's degree. Our challenge will be to provide a career ladder for the student who may have entered to pursue a career degree (Computer Information Systems) and at some point decides to graduate and transfer.

During the last few years the focus clearly changed from completely mainframe to be broader in scope including micro and mini computers. This change will accelerate and we need to prepare courses that address the broad area of telecommunications.

Finally, this is a program which will require careful monitoring to ensure that students are indeed achieving their entry goals.

9. What action(s) does the College plan to take to address the above issues?

The College will:

- Review individual Computer Information System courses to include content current to industry standards as recommended by the focus groups.

- Develop new courses or additional components to existing courses in content areas such as RPG III, JCL, structured programming, Ada, telecommunications and Logic (as a Math elective).

- Implement Cooperative Education as a vehicle to assist graduates with entry to the field.

- Implement course revisions in the following courses as specifically recommended by the advisory committee:

  CIS 102 - Introduction to Information Sciences
  CIS 104 - Computer Operating Systems
  CIS 203 - Computer Systems and Procedures

- Create a graduate follow-up that provides information on recent completers/graduates, such as job titles, salary, and hardware/software, used by various employers.

- Continue to review the need for a Certificate of 12 to 18 credits in Work Station/Office Automation Technician (combined Data Processing--Electronics offering).

- Develop enrollment of the Computer Information Systems through improved marketing.

- Schedule this program for the next cycle of in-depth review in its program evaluation process.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Harford Community College**

PROGRAM TITLE: **Electronics Technology**

PROGRAM HEGIS NUMBER: **5310-01** LEVEL OF AWARDS: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows.**

Personal Goals	Number	Percent
Explore new career or academic area	7	9%
Prepare for entry into first career	10	13
Prepare for entry into a different career	16	20
Prepare for transfer to a four-year institution	11	14
Update skills for a current job	22	27
Interest/self-enrichment	8	10
Explore a new occupational area	5	6
Other	1	1
Unknown	14	-
Total	94	100%

Entry Goal	Number	Percent
Complete selected courses	16	17%
Earn a Certificate	8	9
Earn an Associate in Arts degree	69	74
Unknown	1	-
Total	94	100%

2. **What factors account for the declining enrollment in this program?**

The ad hoc program review committee identified the following factors as potential causes for the decline of awards:

- In an effort to ensure that students had the requisite education to succeed in this technical program, admissions criteria for recent entrants have been strengthened. This limits the entrant pool but will increase the number of successful completers.

- Recent changes in tuition reimbursement caused by federal budget reviews at Aberdeen Proving Grounds have required military students to pay their own tuition rather than get reimbursement from the Army.

- Day classes in this program were eliminated in 1983-84 as a budget cutting strategy.

- Unlike most other programs at Harford Community College, the Electronics program does not articulate with an Electronics program in any of the high schools in Harford County. Consequently, we have been unable to support a day program and often recent high school graduates lack the requisite mathematics skills and must take remedial mathematics before entering the Electronics program.

- Marketing for this program has been ineffective because the approach was too broad and failed to identify specific populations.

- The number of high school graduates in the county declined between 1984-86, the period of time covered in this review.

3. At what level does the college expect the enrollment to stabilize?

In the last two years, enrollment decline has stopped at 93-94 students. Recruiting by the program coordinator and the admissions staff, the positive view of the Electronics program held by both graduates and employers, and recent completion rates indicate that in fact we are positioned to experience some growth with enrollment stabilizing between 95 and 105 students. New offerings in the public schools, new industry in Harford County, and a marketing plan with a goal of rebuilding a day program provide the context for this growth of electronics degree and certificate seeking students.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.

The following results came from a telephone survey. We chose to include salary data simply because it is a question advising staff often are asked by prospective students.

Number of Respondents		18
Current Status of Graduates:		
Employed full-time		11
Employed part-time		2
Full-time student		2
Part-time student		2
Unemployed and not seeking		1
Transferred		2
Transferred part-time		1
Achieved personal goal		12
Satisfied with instructional program		100%
Median annual income		$20,000
Began new job after college	10	
Satisfied with employment preparation		18

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

During this academic year we have had ongoing contacts with Philadelphia Electric Company at Peach Bottom (York County, PA) and we provided credit courses at Monarch Manufacturing in Harford County's Riverside Industrial Park.

The Electronics advisory committee provides significant contacts with employers about the program. All of the members, except one who represents the Service Corps of Retired Executives, actively work in the electronics industry and represent the following organizations: Aberdeen Proving Ground, Westinghouse Defense and Electronic Systems Center, AAI Corporation, and Bendix Corporation-Communications Division. Each of these firms represent prospective employment possibilities for graduates. The Electronics advisory committee has met an average of twice a year during the last several years. At their June 22, 1989 meeting, they addressed program and course content issues and strongly recommended that the program's goal of producing graduates with excellent skills be maintained.

6. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions?**

Cooperative education placements and Aberdeen Proving Ground contract positions provide an opportunity for keeping students current with high technology advancements. Also, the College provides students with a large, well-equipped random access laboratory which is staffed by laboratory assistants.

This lab configuration has allowed us to purchase fewer pieces of expensive equipment and at the same time allows for access to equipment by students spread out over a large block of time (including Saturday morning hours). Student response to the lab environment has been excellent. The telephone survey of graduates reaffirmed their positive evaluation.

In recent years, the College has made the following equipment purchases:

FY 1986	1 Spectrum Analyzer with options	$15,000
	1 Logic Analyzer	3,555
FY 1987	none	
FY 1988	2 - IDS C000 Computers	2,100
	FC 71 Frequency Counter	1,300
	Robotic Arm	5,600
	LCR Meter	150
FY 1989	Communications/telecommunications trainers. Will be used in ELEC 221 and 222.	6,000
		$33,705

Donations from industry have been of limited value.

7. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time and part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

The Electronics program is the administrative responsibility of the Associate Dean for Career Studies. One full-time tenured faculty member is assigned to the program. He teaches 12 credits per semester, supervises the lab environment and updates all course/curriculum materials. The full-time faculty member supervises and evaluates between two and four part-time faculty per semester. We have been fortunate to have available a well-qualified cadre of adjunct faculty to teach a variety of courses. In recent semesters there has been a ratio of one full-time faculty member to two part-time faculty. Part-time faculty teach between six and nine credit hours per semester.

The College determined several years ago that a random lab environment would best serve the diverse learning needs of our Electronics students and assigned a full-time, 10-month instructional assistant to the electronics lab.

Professional development activities for the full-time electronics instructor, during the past five years includes his participation as an Institute of Electrical and Electronics Engineers (IEEE) visitor to the Technology Accreditations Commission (TAC) of the Accreditations Board for Engineering and Technology (ABET). He evaluated four Electronics Technology programs at various two-year colleges, attended several technical conferences on electronics and computers, and participated in an international forum on Micro-based CAD.

Program evaluation is dealt with yearly. Data averaged over a three-year period is used to make a decision on course offerings, course changes, and curriculum changes by the associate dean and program coordinator. Changes are given to the Dean of the College in writing as part of the end-of-year report. The College is in the process of developing a new internal system of program review which will include an annual survey of graduates to obtain student outcomes information.

8. **What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those already employed.**

Presently the College encourages entry-level students to pursue the associate in arts degree. For students with industry experience, the program coordinator will provide the opportunity for advanced placement through testing or documentation. This system is fluid and allows for choice where prerequisite learning are mastered outside the academic area. Therefore, studies for either the certificate or the degree can be pursued by new students as well as those with some preliminary knowledge and skills.

During the next five years, in addition to the present AA degree and specialized certificates in Electronics, the Electronics program will become the cornerstone of programs in the fields of computer integrated manufacturing and telecommunications.

9. What action(s) does the College plan to take to address the above issues?

The College will:

- Develop a program in computer assisted design.
- Investigate a variety of telecommunication programs and computer integrated manufacturing programs.
- Reinstate the day program by offering day and early afternoon courses.
- Encourage Electronics students to use co-op as part of their training and initial employment experience.
- Work with high schools to develop courses and articulate the program.
- Continue to develop close working relationships with local employers and Electronics faculty.
- Write and implement a marketing plan for the Electronics Technology program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

In its efforts to work more closely with local high school teachers on the development of electronics courses that would articulate with the community college curriculum, the College is urged to explore the feasibility of developing a Tech Prep model that would begin in the high school and continue through completion of the certificate or associate degree program. A major benefit of the Tech Prep model is that it incorporates higher level academic courses into the secondary vocational curriculum in preparation for the more advanced work required at the community college. The end result is a smoother transition from high school to the community college program.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Howard Community College**

PROGRAM TITLE: **Secretarial Science**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARD: **AA/Certificate**

1. **How are students using the Office Technology/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technology/Secretarial Science program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	42	42%
Prepare for entry into different career	26	26
Update skills for current job	14	14
Prepare for transfer to 4-year college	9	9
Self-enrichment/personal interest	7	7
Other	2	2
Total	100	100%

Educational Goals	Number	Percent
Complete selected courses	38	38%
Earn a Certificate	28	28
Earn an Associate in Arts degree	25	25
Other	9	9
Total	100	100%

Source: Admission Form, Fall 1989 semester.

The above statistics show that the majority of the students are enrolled in the Secretarial Science program to acquire specific skills in order to obtain immediate employment. An associate in arts degree was selected by only 25 percent of this year's new applicants.

2. **What factors account for the declining enrollment in this program while businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

Enrollment in the secretarial programs has remained fairly stable over the past five semesters:*

Fall 1987		Spring 1989		Fall 1988		Spring 1989		Fall 1989	
P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T
95	21	94	16	98	19	86	16	86	13
Total:	116	Total:	110	Total:	117	Total:	102	Total:	99

* Source: Semester enrollment reports, Office of Research and Planning

The job market in Howard County for people with secretarial skills is in favor of the job hunter. Degrees and certificates have little bearing on whether someone is hired to be a secretary. With this employment picture, many of the recent high school students are lured away from college by the increasingly higher salaries. The Secretarial Science program assists in placing students in part-time jobs while they are in college. It is common to have employers encourage students to drop out of college to increase their work hours. Therefore, only a small percentage of 18-20 year old students see the long-term advantage of a college education when jobs paying $7-$10 an hour are easily obtainable with just a few courses.

The more mature student comprises most of the secretarial enrollment at Howard Community College. These students historically need quick training to gain employment as soon as possible. They are not interested in degrees and certificates. They are even more employable than the younger students after just two or three courses. Their maturity makes them highly desirable employees.

In addition, many students who are actually taking secretarial courses to prepare for a job enroll as special students. The special student designation is for students not pursuing a certificate or degree. Therefore, the Secretarial programs do not get credit for actually having these students enrolled.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

The Secretarial Science program at Howard Community College sees computer applications as the critical component of keeping the program valuable to both students and employers. Several changes have been made or are in the process of being instituted:

- A program name change from Secretarial Science to Office Technology. This will broaden the marketing base and reflect the move toward increased computerization.

- Two years ago, only two courses used computers--actual hands-on word processing training courses. For the fall 1989 semester, eight courses use the computers.

- All Secretarial/Office Automation programs have been revised to include courses in LOTUS and dBASE.

- The BU103 Principles of Office Automation class has been changed to include hands-on units on the facsimile, scanner (OCR), computer, and electronic mail.

- The BU102 Records Management class now includes a hands-on computer project using a customer database.

4. **What types of academic and student support services are available to students enrolled in the Office Technology/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technology/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?**

   Secretarial Science/Office Automation students receive one-on-one advising by the program coordinator. This advising process includes curriculum planning, career planning, and personal assistance with academic problems. In addition, Howard Community College offers tutoring and counseling services to students requesting assistance.

   The Secretarial Science program is included in the College's cooperative education program. Very few students participate in this option, however. Because employment opportunities are so readily available, students are more apt to take courses and then seek immediate employment. The Secretarial Science program coordinator/faculty does not see the importance of cooperative education for secretarial students.

5. **Does the College have any Office Technology/Secretarial Science 2+2 programs or articulation agreements with local high schools? Are there any articulation agreements with private career schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

The Secretarial Science program has had articulation agreements with Howard County high schools since 1976. In the 1988-89 school year, 12 students received credit for Beginning Typing, Intermediate Typing, and/or Word Processing. In addition, students from other counties may receive credit if their high school teacher completes the forms.

Howard Community College does not have articulation agreements with private career schools. However, individual student transcripts and curriculums are evaluated and transfer credit given when appropriate.

An extensive proficiency test component is in place in the Secretarial Science program. This enables students who have been working in the field to obtain credits on a pass/fail basis and move directly into advanced courses.

There are no weaknesses to the above activities as long as the procedures and criteria are evaluated yearly and standards for passing (or giving credit) are strictly maintained.

6. **Describe briefly how the Office Technology/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

The Secretarial Science program is administered by a full-time faculty member who is also the program coordinator. In the open-lab classroom, there are one full-time assistant instructor and one part-time faculty member. In addition, the program coordinator supervises the open-lab and spends 10 hours per week in the lab. Lecture classes are taught by the program coordinator. The only secretarial classes not taught by the program coordinator are Business English and Bookkeeping. Therefore, for most semesters there are two full-time faculty and three part-time faculty teaching secretarial classes.

The Secretarial program is evaluated once a year by the advisory committee and the program coordinator. A formal program evaluation is done periodically as are all programs at Howard Community College.

Professional development opportunities exist through the State and national business education associations. However, better opportunities exist for growth by learning new software packages, by thoroughly reading all professional office automation journals, and visiting offices that utilize the new technologies.

7. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

There is one separate advisory committee for this program (Office Technology) broken down into three areas of specialty:

Legal Secretarial
Medical Secretarial
Executive Secretarial/Office Automation

The advisory committee meets once a year with subcommittee work done informally. A major curriculum review was done during the 1988-89 school year with the following results:

- Legal Secretarial

  A new course, SS286 Legal Terminology, was developed for both the certificate and degree programs. This course includes medical, legal, and LATIN terms. In addition, students learn to write citations. Shorthand was deleted from the degree program. A course in Software Applications (LOTUS AND dBASE) was added. Lastly, a new course SS299 Word Processing simulation was added which will enable the student with WordPerfect training to use word processing to complete tasks found in a typical law office.

- Medical Secretarial

  Topics in the SS295 Medical Office Procedures were evaluated and brought up to date. The software course was also added to this degree program as medical offices are becoming more automated. Lastly, DRG's and coding procedures were expanded in SS291 Medical Insurance Forms. In addition, typing was deleted as a requirement for the insurance course.

- Executive Secretarial/Office Automation

  The Executive Secretary Shorthand Option was deleted from the curriculum. More computer courses were added to the Executive Secretary Program: CS110 Software Applications, SS277 WordPerfect 5.0, SS299 Word Processing Simulation, CS114 Intermediate LOTUS, A CS (Computer Systems) elective.

The Office Automation degree program had the same computer courses added plus an additional computer systems elective.

Human Development, Introduction to Computers, and Secretarial Electives/Related Field Experience were deleted from the programs.

b. The advisory committee consists of both graduates and employers. The following is a tally of how many committee members (or his/her employer) employ Howard Community College Secretarial Science graduates:

- Legal Secretarial: Six members (two former students, four attorneys). Four represent offices that have hired our students.

- Medical Secretarial: Five members (three former students, two medical professionals/offices). Three have hired students.

- Executive Secretarial/Office Automation: Five members (two former students, three business professionals). Three have hired students.

On the whole, since the Secretarial Department maintains its own placement service for students, the program coordinator has an excellent opportunity to know what employers need, and curriculums and content can easily be adapted to meet these needs.

8. What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?

Howard Community College is committed to offering courses to meet current employer needs. All courses are advertised in the Schedule Plus publication that is mailed twice a year to county residents. A special brochure is sent to all inquiring students, distributed at Howard Community College booths, and placed at other locations throughout the county. In addition, the Secretarial Club has biweekly speakers that address the nature of jobs in various industries. These meetings are open to the public.

9. What should be the role of the Office Technology/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue credit versus noncredit offerings.

The Office Technology/Secretarial Science program at Howard Community College should continue to offer flexible programming and constantly change courses to meet the needs of the students and employers. Recommendations are:

- Continue to offer degree and certificate programs. These programs are particularly popular with the younger students.

- Continue to offer open-entry, open-exit program courses in the open-lab. This structure is preferred by the over-30 student who desires quick retraining or brushing up to obtain immediate employment.

- Explore the possibility of running short-term training programs for local organizations. The feasibility of holding one-day training courses in word processing, for instance, should be investigated.

- Continue to serve the Howard County Employment and Training Office by scheduling flexible training programs for its clients.

Credit course offerings at Howard Community College are important to students. The accomplishment of earning actual credits is especially important to the over-30 student who never had the chance to attend college. The sense of pride that accompanies the earning of credits is a valuable service we offer to students.

Noncredit courses are equally important for the student who desires a shorter course without the academic demands of evaluation, extensive homework, and projects. It should also be noted that the credit program does offer all courses for audit status to meet the needs of students who do not wish to undertake the amount of work involved for credit.

10. If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technology/Secretarial Science, what would that advice be?

Promote the associate in arts degree to the over-25 student. Degrees often mean little to the younger student who can be employed immediately out of a vocational high school program or with one semester of college. Students find, however, that once employed, degrees become necessary for job advancement/promotion. Being able to target this group and ensuring that all degree courses are open to evening students is important if increasing associate in arts degrees is the program goal.

11. What action(s) does the College plan to take to address the above issues?

The Secretarial Science program's open entry/open exit program courses has been very successful.

In addition, several short-term training packages have been devised. These options have been advertised in the College schedule of classes with excellent results. This type of structure meets the needs of:

- Students with children who need to have flexible days and hours.
- Students who need quick training and can attend the open lab every day and finish a course in just a few weeks.
- Currently-enrolled students who either drop a course early in the semester or find they can handle more coursework and may then enroll for a lab course.
- Companies that have sent employees to the lab for word processing training. All coursework is done on a modular basis, so training courses can be individually designed for each client.

Overall, the College does not expect to see an increase in awards, but does expect to see enrollments in the Secretarial/Office Automation enrollment remain stable. We feel that the goal of a career program should be just that--to give students a skill that makes them employable. Of course, the College encourages people to work toward a certificate or degree and stresses the benefits of obtaining a comprehensive educational background.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Howard Community College**

PROGRAM TITLE: **Data Processing**

PROGRAM HEGIS NUMBER: **5101-01** LEVEL OF AWARD: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses only	1	10%
Certificate	2	20
Degree	6	60
Unknown/blank	1	10
Total	10	100%

Personal Goals	Number	Percent
Exploration of new career field	7	70%
Immediate job entry	0	0
Transfer	2	20
Upgrade skills for current job	0	0
Personal interest	1	10
Other/unknown/blank	0	0
Total	10	100%

Source: Survey of students enrolled in CS120 Fall 1989.

2. **What factors account for the declining enrollment in this program?**

At Howard Community College we currently offer majors in computer science, information systems and microcomputer applications in addition to data processing. Students interested in working with computers now have a broad array of majors from which to choose; this choice means that students who might formerly have been Data Processing majors may select another one. Students interested in programming jobs enroll in one of the programs designed to transfer to a four-year school. Those students interested in a job after a two-year program tend to enroll in the microcomputer applications program due to the availability of jobs in that field for graduates with a two-year degree.

3. **At what level does the College expect the enrollment to stabilize?**

Using the mini-profile as our source, we believe that enrollment has stabilized at approximately 64 Data Processing majors. While there was a decline in the number of Data Processing majors prior to fall of 1988, since then the numbers seem to have stabilized.

4. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display.**

	Graduates		
	1984	1985	1987
Number of respondents	13%	11	4
Response rate	59%	79%	27%
Transferred	46%	36%	75%
Numbers below apply to students who transferred:			
Lost <7 credits in transfer	50%	25%	33%
Grade point average above 3.0 at transfer institution	100%	25%	67%
Relationship of community college program to transfer program			
Directly related	50%	25%	67%
Somewhat related	50%	25%	33%
Not related	0%	50%	0%
Satisfaction with transfer preparation			
Extremely satisfied	50%	0%	0%
Satisfied	50%	100%	100%
Unsatisfied	0%	0%	0%
Achieved personal goal	85%	91%	75%
Satisfied with instruction in program	100%	100%	100%

5. What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?

Up to 1987, there was no separate cost center for Data Processing and the costs were spread across all business classes. In 1987, there was an additional faculty member hired, ostensibly for the microcomputer applications major, but the salary was charged to Data Processing. The computer center was upgraded and a portion of that cost was also allocated to Data Processing. In 1988, a micro lab of 25 computers was added; the cost was again allocated to Data Processing. The major problem in our opinion, however, is that faculty salaries, hardware costs and software costs, which are in fact used by many majors other than Data Processing majors (such as information systems, business and accounting, microcomputer), are charged to the Data Processing cost center.

6. Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

We have advisory committee meetings once a year. The committee has reviewed our implementation of the microcomputer applications major as well as new courses which we have added as electives to our Data Processing major.

The committee is made up of individuals employed by such organizations as Social Security Administration, the Rouse Company, Baltimore Gas and Electric, Morgan Technologies, Niro Atomizer, W. R. Grace, Personal Computer Repairs, and Lucas Brothers. Our graduates have been employed by the Rouse Company, Social Security, Baltimore Gas and Electric, and W. R. Grace.

In addition, many of our students elect to enroll in one or two semesters of Co-op where they receive college credit for working a minimum of 10 hours a week for 15 weeks attending a seminar and completing other work as required. Faculty members are involved in these co-op experiences, from approving measurable learning objectives to reading monthly reports, to site visits with the employer/supervisor. On those site visits, faculty members discuss with employers whether students have been prepared by course work taken and listen to suggestions employers might have.

7. **What success has the College had in keeping up with the high technology advancements associated with this program? Describe the nature and scope of recent equipment acquisitions.**

   The College has installed microcomputer labs to support elective courses in the Data Processing curriculum. In addition to hardware purchases, the College has invested in many software packages required to teach courses in the microcomputer area. During the summer of 1989, the 25 computers in the microcomputer lab were upgraded to include more memory and a hard disk drive. The cost totaled $7,500. During January of 1990, WordPerfect will be upgraded from version 4.2 to 5.0 for a cost of $1,000. During the 1989-1990 year, 14 terminals in the Hewlett-Packard lab will be upgraded for a total cost of $7,768.

8. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

   The Data Processing program is evaluated in several ways. Students evaluate courses each semester in which they are currently enrolled; graduates evaluate their Howard Community College experience in a follow-up study conducted by the Office of Research. The Office of Research also conducts a survey of employers to determine their level of satisfaction with the technical preparation of our graduates. In addition, every five years, the faculty routinely review each program offered at Howard Community College. The Data Processing program was most recently reviewed during the 1987-1988 year.

   We currently have 20 sections of courses taught by part-time instructors while full-time faculty teach 14 sections. The professional development opportunities offered at Howard Community College have been primarily in the microcomputer area, which is an area of elective courses for Data Processing majors. Within the past five years, one faculty member has taken courses in C, Image and Advanced BASIC, while another has upgraded skills in the computer area by auditing four classes covering Pascal, WordPerfect, Lotus and dBase III+.

9. **What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those already employed.**

We feel the program should continue to prepare students for entry level jobs, for transfer to four-year schools, and for enhancement of skills for those individuals already employed in the field. We feel that a four-year degree is essential and will continue to recommend this to our students but feel that the two-year degree has special value to those individuals who already have a four-year degree, but not in the computer field. This gives many of those students their first exposure to computer systems.

10. **What action(s) does the College plan to take to address the above issues?**

We will continue to offer articulated credit to Howard County students who take courses at the School of Technology or at their local high school. During the 1988-1989 year, eight students were granted a total of 14 credits. Letters explaining new course offerings have been sent to employers in the county with a request that information be disseminated among their employees; we will continue to do this. As faculty, we will continue to communicate with faculty from other area community colleges as well as four-year schools to see what new programs or courses are being offered elsewhere. We will continue to upgrade the computer hardware and software so that we are as close to "state of the art" as is economically feasible.

New actions center around the opening of the newest building at the College and the planned renovation of the computer lab area as a computer center housing both micros and terminals for our H-P mini. These attractions will provide an atmosphere which we believe will interest potential students. We also hope to add more dial-up capabilities to our H-P so that students with modems on their home computers may access the H-P from the convenience of their homes. We are also planning to acquire a demonstration computer on a cart with overhead projection capability which may be requested by various classes to demonstrate different computer features. We believe that seeing some of these things "in action" will interest more students in the field of computers.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The field of data processing/computer programming has changed dramatically over the last decade as new specialties have emerged and the level of training required for certain positions has been upgraded. This might be a good time for the College to take another look at its data processing/computer science offerings. Currently, the College offers a Computer Science Transfer program and a Business Administration Transfer program with a concentration in Information Systems Management. It also offers occupational programs in Computer Technology, Microcomputer Applications, and Data Processing. Within these various options, the goals and objectives seem to be overlap. To illustrate, although the Data Processing program is an occupational program, the College's response to question #4 would suggest that the program is viewed as a "transfer" program rather than a career program primarily designed to prepare students for entry level work. The College is urged to work with its Data Processing advisory committee and industry experts to clarify the role of the Data Processing program within the computer programs cluster.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Montgomery College**

PROGRAM TITLE: **Office Technology**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARD: **AA/Certificate**

1. **How are students <u>using</u> the Office Technology/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admission/registration forms, describe the goals of students who enroll in the Office Technology/Secretarial Science program as follows:**

Personal Goals	Number		Percent	
	AA	Cert.	AA	Cert.
Prepare for entry into first career	38	42	29%	24%
Prepare for entry into different career	21	45	16	26
Update skills for current job	37	41	28	23
Prepare for transfer to 4-year college	20	11	15	6
Self-enrichment/personal interest	6	10	5	6
Other	6	23	5	15
Total	128	172	100%	100%

Educational Goals	Number		Percent	
	AA	Cert.	AA	Cert.
Complete selected courses	32	46	24%	26%
Earn a Certificate	16	95	12	54
Earn an Associate in Arts degree	81	31	62	18
Other	2	4	2	2
Total	131	176	100%	100%

Source: Office of Planning and Institutional Research

2. **Office Technology/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

At Montgomery College enrollment in the Office Technology program has not decreased but has remained at previous levels or has risen over the past three years.

Shorthand courses have decreased in enrollment but an alphabetic shorthand course has been developed in hopes of enticing students back into shorthand. Word processing and desktop publishing classes are flourishing and the demand for these courses is increasing.

We find that students are aware of what they want and take only those courses which will upgrade their skills and make them employable in the near future. Most students are not interested in obtaining a degree or a certificate and very few transfer to four-year colleges.

There is a lack of trained office personnel in our area of the State and the demand for capable secretaries cannot be met by our graduates. We still compete with classes offered by continuing education, adult education, and private business schools.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

The trend today in the field of office automation is toward more computer knowledge and competency. Students are looking for specific software and hardware training. Weekend and evening courses, as well as workshops, and courses via television, appeal to them. They want training to be completed as quickly as possible.

Two years ago an accelerated word processing program was established. This program allows the student to receive a certificate in word processing at an accelerated pace--one semester. This meets the needs of some mature returning students.

The College of the Air program is offering credit courses by way of cable television. A member of the Office Technology Department is currently working with Extended Learning Services to develop courses offered through computer conferencing. Class lectures and discussion will be conducted through modems--no attendance will be required other than an orientation session the first week of the semester. This will satisfy the needs of students who have two jobs or are working when classes are in session.

Because of the need for more basic and general education skills, an assessment test program is in effect. Remedial courses are offered for those in need. Staffed labs are available for students in the areas of English, math, office technology and computer science.

The College has revamped the curricula to include foundation skills with emphasis on writing across the curriculum.

Plans for the future should include continued emphasis on good foundation skills as well as purchasing more computers and scheduling career-centered skills classes on the computers.

4. **What types of academic and student support services are available to students enrolled in the Office Technology/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technology/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?**

Each instructor is required to spend three hours a week in her/his office advising students in the Office Technology curriculum.

Instructors also work closely with the advising cadre providing them with support and supplemental materials about the courses offered and the prerequisites and skill requirements for the courses. In addition there is College sponsored evening advising for entering students.

There is testing for skill requirements which is done on an ongoing basis in the Office Technology laboratory.

Daytime, evenings and weekend hours are available for students in the Office Technology lab. The lab provides support and training in the following areas:

Spelling pretests
Make-up tests
Work with tapes
Remedial exercises tapes

An Office Administration practicum is offered that provides the students with the opportunity to develop occupational skills with supervised training. The student has the opportunity to earn college credit for supervised experience. The student is required to attend a one- hour seminar per week for 15 weeks; four credits awarded for 20 hours of work a week for 15 weeks.

The faculty work with employers in the area to place students in appropriate positions. Job orders are taken from employers and placed on a bulletin board in the Office Technology area.

Course information days are held to provide detailed information about specific Office Technology courses. Course information fliers are distributed to advisors and counselors.

5. **Does the College have any Office Technology/Secretarial Science 2+2 programs or articulation agreements with local high schools? Are there any articulation agreements with private career schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

   There is an articulation agreement with the Montgomery County high schools for Beginning Typewriting and Elementary Shorthand. There is also an agreement with the Katharine Gibbs and General Communications proprietary schools. The percentage of students taking advantage of this articulation is currently small, but there is a steady use of it.

   Articulation agreements provide motivation to continue one's education because some credits are accepted and students now have time to take additional courses if so desired. These agreements also provide better coordination between feeder schools in relation to standards and equipment.

   There is a weakness, however. There needs to be better recording and reporting of students who take advantage of these options.

6. **Describe briefly how the Office Technology/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

   At the Rockville Campus, Office Technology is part of the Information Science Department which has one chairperson and two coordinators. One coordinator handles Office Technology and the other, Computer Science. The Computer Science and Office Technology areas merged because of changing technology. There is cross-teaching in the Computer Science areas by the Office Technology faculty/Computer Science faculty.

   The program is informally evaluated by advisory committee members. Interim reports that evaluate all programs are done every five years. The transfer programs have been evaluated and each course is monitored by evaluations each semester.

   Educational Assistance Program Funds are available to encourage faculty to take additional courses and to learn about new software applications. Faculty belong to computer clubs and take courses on and off the campus site.

On the Germantown and Takoma Park Campuses, Office Technology and Computer Applications are separate programs. Plans are to merge Computer Applications and Office Technology on the Germantown Campus.

For the past two semesters approximately 65 percent of total credit hours in the office technology area has been taught by part-timers.

7. **Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

A faculty member distributed survey forms and conducted interviews with employers and former students as part of ongoing discussions.

There are guest speakers, internship program, and an employer fair.

The advisory committee meets twice each year.

Eighty percent of the members of the advisory committee are from organizations that employ graduates of the Office Technology program.

We have been told by the advisory committee that there is a need for currency and for improved communications skills with more advanced hardware.

8. **What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of Office Technology?**

- Brochures are placed in libraries.
- There is a job fair that is open to the community.
- Dinners are given for advisory committee members.
- College advertisements in newspapers and on the radio are placed by the College.
- Slide shows/videos are shown to community groups.
- One of the faculty in the office technology area is working to develop future programs that will include telecommunications and computer conferencing classes.

- Demonstrations of desktop publishing as well as discussions of Office Technology changes are given on campus and are open to the community.

9. **What should be the role of the Office Technology/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue of credit versus** noncredit **offerings.**

The role of Office Technology at this College during the next five years should be as follows:

- To provide the basics in education, which are an essential building block to all careers. The basics include good communication skills, correct grammar and punctuation skills, basic math skills, decision-making skills, and reading comprehension.

- To instill pride, integrity, and accountability into the student.

- To teach the technology necessary to obtain a job, to continue to grow in the position, and to upgrade skills in a modern office environment.

- To be a leader in Office Technology in the community and State.

- To meet the needs of our large international student population.

The Office Technology department has offered credit and noncredit courses for the last few years. These courses have been offered with the cooperation of the Office of Continuing Education, and the results have been beneficial on a limited level. It would be mutually effective if there were a joint effort to plan and budget together to be able to equip our labs with the best equipment.

10. **If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technology/Secretarial Science, what would that advice be?**

- Offer courses which meet the current technological needs of the community.

- Have "state of the art" equipment to meet the current technological needs.

- Offer computer science theory and application courses.

- Encourage faculty to participate in workshops, take courses, and visit computer shows.

- Improve compensation for faculty.

- Offer classes during nontraditional hours to accommodate working students.

11. What action(s) does the College plan to take to address the above issues?

There should be better coordination between the College and the State colleges so that there is a standardization for transfer of courses.

The College should continue to budget for new hardware and software which is brought about by advancements in technology.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REQUEST
1989

COLLEGE: **Montgomery College**

PROGRAM TITLE: **Medical Laboratory Technician (Statewide)**

PROGRAM HEGIS NUMBER: **5205-02** LEVEL OF AWARD: **AA**

1. **What factors account for the declining enrollment in this program?**

   We see the declining enrollment in this program due to the following reasons:

   - As part of the general decline in allied health programs in general.
   - Salaries in this career have not kept pace with other careers.
   - Limited career advancement opportunities in this career.
   - Limited opportunities for professional growth due to lack of proper funding by employers.

2. **At what level does the College expect the enrollment to stabilize?**

   In reviewing our enrollment data for the past three academic years, we have noted a slight increase in enrollment during each of these years. Based upon these data, we would anticipate that our enrollments have stabilized at this time. As a result of our increased marketing activities for this program, we anticipate moderate enrollment increases during succeeding academic years.

3. **What factors account for a discipline cost per credit hour that is rising much faster that the discipline cost per credit hour statewide?**

   Two factors account for why our discipline cost per credit hour is rising much faster than the discipline cost per credit hour statewide, they are:

   - Between 1984 and 1988 the program has experienced more than a 40 percent decline in enrollment.
   - One of the courses in the discipline was not a part of the Medical Laboratory Technician program. Its enrollment declined even more dramatically, thereby increasing the discipline cost per FTE more than for the other courses in the Medical Laboratory Technician program.

4. **What factors account for a discipline cost per credit hour that is much higher than the average discipline cost per credit hour at the College?**

   The primary factor contributing to a higher than average discipline cost in Medical Laboratory Technician, in comparison to other disciplines at the College, is due to our decreasing enrollments in the past and the fact that all instruction is provided by full-time faculty members.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   - Throughout the year the coordinator of our Medical Laboratory Technician program communicates with the laboratory supervisors at the nearby hospitals and clinical laboratories for the purpose of arranging clinical experiences for our students and to determine future vacancies for our graduates. The clinical supervisors are eager to employ all of our graduates.

   - Our advisory committee for this discipline is made up of representatives from our clinical affiliates, governmental agencies and local professional organizations.

   - Our advisory committee usually meets twice each academic year. During the past academic year the committee met during the fall semester. The only recommendation provided at this meeting was to offer an evening Medical Laboratory Technician course. Our fall 1989 schedule included an evening course, but it was cancelled due to insufficient enrollment.

   - Three of the current advisory committee members are employed at institutions which employ graduates of our Medical Laboratory Technician program.

6. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

- The direct supervision of the program is provided by the program coordinator and discipline faculty. The program coordinator reports to the instructional dean who has overall administration responsibility for the program. The program evaluation takes place both internally and externally. The College requires an internal review of all programs of study on a five-year cycle. This evaluation was held during the spring semester, 1988. This program evaluation was reviewed and accepted by our senior administrators. The external evaluation is conducted by the National Accrediting Agency for Clinical Laboratory Sciences and occurs every seven years. Our last NAACLS review was held in the spring semester, 1988. Our program was fully re-accredited for a period of seven years.

- The two faculty members in the Medical Laboratory Technician program are both employed full-time. At present there are no part-time faculty employed in the program.

- The College provides opportunities for personal and professional growth of faculty through sabbatical leave and scholarly activities. Faculty may use professional leave to attend conferences, seminars and workshops at College expense. In addition, tuition funds are available for graduate courses.

7. **What actions has the college taken to promote the statewide designation of this program?**

   The College markets all statewide programs through advertisements in the **Washington Post** and other newspapers. Approximately 20 percent of the students in this program are from out-of-county.

8. **Make a value judgement about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   We have an excellent program with highly qualified faculty members. This can be observed through our success rate on the student national certification examination. In addition, often, the supervisors of students during their clinical experiences are so pleased with the students' preparation that they offer the students jobs contingent upon their completion of the program.

9. **What action(s) does the College plan to take to address the above issues?**

   - Greater effort is being taken to increase our marketing efforts in this discipline in the local high schools and campuses of Montgomery College.

- The program coordinator is in the process of contacting hospitals and other clinical laboratories and professional organizations for assistance in identifying potential students for our program.

- In addition, the College has developed a new proposed program in biotechnology which will require students to register for a number of courses taken by the students in the Medical Laboratory Technician discipline. In this manner, our discipline enrollments are anticipated to increase.

- Improvements in attracting students at the Takoma Park Campus to the Medical Laboratory Technician program occur on an on-going basis. For example, programs such as the nursing program receive many more applicants than can be admitted each year. Thus, many students who are well qualified for admission to the nursing program, but are turned away because of enrollment capacity, can be advised of alternative offerings in programs with lower enrollments such as the Medical Laboratory Technician program. Increased exposure of the program through posters and newsletters to be distributed in campus locations frequented by students is also planned.

We feel that implementation of these strategies will be effective in increasing enrollments in this discipline.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to promote more vigorously the statewide status of this program as a marketing device for attracting students from other counties who might not otherwise attend.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Montgomery College**

PROGRAM TITLE: **Automotive Technology**

PROGRAM HEGIS NUMBER: **5306-01** LEVEL OF AWARD: **AA/Certificate**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Completed selected courses	20	27%
Earn a Certificate	23	31
Earn an Associate in Arts degree	30	41
Other	1	1
Total	74	100%

Personal Goals	Number	Percent
Prepare for entry into first career	18	24%
Prepare for entry into different career	10	14
Update skills for current job	18	24
Prepare for transfer to 4-year college	8	11
Self-enrichment/personal interest	11	15
Explore new occupational area	5	7
Explore new academic area	1	1
Other	2	3
No response	1	1
Total	74	100%

2. **What factors account for the low number of awards in this program?**

Only 40 percent of the students plan to earn an associate degree, and their personal goals focus on job training. This is consistent with other automotive postsecondary training programs which primarily attract non-academic, "hands-on," mechanically oriented students. The vast majority of these students say that they are looking for job skills and not a college degree. There are four identifiable categories of students in this program. They are students interested in:

Careers: non-academic orientation/successful in mechanical skills
Updating technical skills: currently employed technicians
Entry level job skills/short-term training
Personal enrichment: retired individuals, hobbyists

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- Students who sign up for automotive courses and enter the automotive service field after completing the technical course but before finishing the academic requirements necessary for graduation;

- Individuals who are presently working in the automotive field but are looking for specific technical information and skills that will broaden and update their knowledge base to improve performance on the job;

- Students looking for minimum job-entry skills, probably receiving the rest of their training on-the-job or not at all;

- Students taking courses for personal enrichment.

3. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone. Present the results in a table comparable to the PDM student follow-up display. Salary data are not required.**

		Percent
Number of Phone Responses	15	
Full-Time Job, Directly Related		40%
Full-Time Job, Somewhat Related		6
Full-Time Job, Not Related		27
Part-Time Job		27
Transferred, Not Employed		0
Seeking Work, Not Employed		0
Military, Other		0
Total		100%
Transferred, Regardless of Employment		20%
Achieved Personal Goal		33%
Satisfied with Instruction in Program		93%

Source: Student Follow-up Studies By Phone, October 25, 1989

4. **What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?**

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During the period of time that the discipline cost per credit hour report covers, major changes were made to the Automotive Technology program. Two new full-time faculty were hired and one faculty member was reassigned half-time from Accounting to Automotive. In addition, major purchases of equipment were made. Finally, the supply budget was increased.

It is anticipated that the discipline cost per credit hour will continue to rise much faster than the average discipline cost per credit hour at the College and will not level out until FY 1992 because of continued growth in the program.

5. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

General Tech Certificate
- Automotive Technician
- Automotive Service Station Attendant

Automotive Tech - Associate Degree
- Automotive Technician
- Automotive Service Station Attendant
- Transportation Department Supervisory
- Automotive Speciality Technician
- Automotive Heating and Air Conditioning Specialist
- Automotive Cooling system Diagnostic Technician
- Automotive Brake Specialist
- Automotive Suspension and Steering Specialist
- Automotive Brake Drum Lathe Operator
- Automotive Electrical System Specialist
- Automotive Engine Repair Specialist
- Automotive Transmission Specialist
- Automotive Clutch Rebuilder
- Automotive Performance Specialist
- Automotive Carburetor/Fuel Injection specialist

Other titles:
- Vehicle Warranty Specialist
- Parts Counter Sales
- Motor Vehicle Manufacturer Representative
- Vehicle Sales Representative
- Safety and Emission Inspectors

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The coordinator of the Automotive Technologies program and his faculty have constant contact with employers. These contacts include advisory meetings, phone calls from employers requesting student employees, attendance at professional meetings such as ATANCA and ASE certification meetings, attendance at social events sponsored by professional organizations, and continuing contact through the fund raising efforts for our Institute for Technical Education.

The organizations represented on the advisory committee include:

Automotive dealerships
Independent auto repair facilities
Public high schools
Automotive manufacturing representatives (vehicle manufacturer)
Automotive manufacturing field service trainers
Members of a National automotive testing & certifying organization

The program advisory committee meets at least twice per year. The committee has recommended securing ASE certification, updating courses, and designing a state-of-the-art facility. Seven of the 17 members are in a situation to directly employ program students.

7. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

The program has one coordinator/teacher to administer the program, one and one-half full-time teachers, and four part-time teachers. The program was evaluated in 1988-89 using the College's program evaluation process.

Thirty-three percent of the instruction is delivered by part-time instructors; 67 percent is delivered by full-time instructors.

The following are the ongoing professional development opportunities:

- Faculty attend update training seminars and courses provided by General Motors Corporation on a regular basis.
- Faculty attend regional and national conferences on new technology, new equipment, and national training strategies.
- Faculty stay abreast of developments in the industry through reading current technical publications from the vehicle manufacturers and periodicals.
- Faculty attend new technology training sessions provided by equipment manufacturers.
- Guest lecturers from industry provide new product training at our facility.
- Faculty hold current "Master Technician Certification" by ASE and undergo periodic testing to remain certified.
- Faculty visit local service shops and dealerships on a routine basis.
- Professional consulting is done by faculty.

8. **What should be the role of this program at your community college during the next five years? Consider the issue of preparation for entry-level jobs versus enhancement of skills for those already employed.**

The role of this program has been outlined in the 1989 program evaluation. The growth of the program combined with the support of local employers has committed the College to an expansion of this program to include current equipment, expanded space, new and expanded course offerings, and additional staff. This program will continue to provide entry-level training, skills enhancement, and associate degree programs.

9. **What action(s) does the college plan to take to address the above issues?**

The College has identified Automotive Technology as one of the three programs to be given priority as part of our continued commitment to technical education. Planned with public and private funds is a $6.8 million Institute for Technical Education. Included in that Institute is a 12-bay automotive laboratory and all appropriate peripheral spaces.

In addition, major curriculum revisions are under way to meet national A.S.E. certification. Moreover, five new certificate programs are in the final stages of development and will be moving through the campus curriculum process in fall 1989 with implementation scheduled for fall 1990. These are Automotive Drive Train Specialist, Automotive Brake and Suspension Specialist, Automotive Electrical System Specialists, Automotive Driveability and Tune-Up Specialist, and Automotive Air Conditioning Specialist.

Finally, Montgomery College will be requesting that the Automotive Technology program be given statewide designation.

PROGRAM EVALUATION REPORT
1989

COLLEGE: Montgomery College

PROGRAM TITLE: **Criminal Justice**

PROGRAM HEGIS NUMBER: **5505-01** LEVEL OF AWARD: **AA**

1. **Using entrant follow-up of admissions data, describe the goals of students who enroll in the program as follows:**

Educational Goals	Number	Percent
Courses Only	65	24%
Certificate	16	6
Degree	185	69
Unknown/blank	3	1
Total	269	100%

Personal Goals	Number	Percent
Exploration of new career field	42	16%
Immediate job entry	63	23
Transfer	121	45
Upgrade skills for current job	25	9
Personal interest	7	3
Other/unknown/blank	11	4
Total	269	100%

2. **What factors account for the declining awards in this program?**

The SBCC data indicate a three-year decline in degrees granted from 1986-88. 1986 represents the highest number of degrees awarded (46) since 1982, and 1988 represents the lowest (22). Several factors may account for this decline in awards.

- Transfer students, the number of which increased greatly from 1984 to 1986 (20 percent to 50 percent of students surveyed in MC follow-up studies), do not need an associate degree to transfer. The University of Maryland, our most popular transfer institution, accepts only 12 Criminal Justice credits into its Criminal Justice program. Consequently, meeting AA requirements at Montgomery College may actually hurt a student who knows she/he will be transferring specifically to the University of Maryland. Students are sometimes advised to take general studies rather than Criminal Justice when planning to transfer to the University of Maryland.

- The Montgomery County Police Department, a major potential employer of Montgomery College law enforcement graduates, is the only local department requiring 60 college credits to apply for a police officer position. Police departments requiring only a high school degree have become more competitive regarding salary, benefits and entrance requirements as the police officer shortage has increased. The need for an associate degree for entrance into this field has decreased. Ironically, it appears that the need for a two-year and even a four-year degree has increased within departments for promotional purposes. Federal law enforcement and many correctional employers require the four-year degree, again emphasizing the transfer issue discussed above.

- According to employers in law enforcement and correctional agencies both locally and statewide, career interest in these areas has declined dramatically. Several reasons have been cited for this decline--poor job conditions, salary (especially low in the correctional area), decreasing concern for social welfare issues, and increasing perception of danger in the job with the increase of violence, drugs and AIDS in our society. Employers have discussed the extreme lengths to which they have gone to recruit appropriate, interested applicants. More academically motivated students are being rejected for other reasons including medical and drug history problems. Advisors are careful to inform entering students of job pre-requisites and to screen out inappropriate candidates before they complete the program.

- The overall Montgomery College graduation rate has declined since 1984, indicating a larger trend that has to do with noncriminal justice issues. Part-time students appear to be increasing and the number of credits they take per semester tend to be decreasing. According to SBCC data, this trend is true in the Criminal Justice area.

- The lower number of Criminal Justice degrees granted in 1988 (22) and the same number of awards granted in 1989 (22) correlate with the lowest number of enrollees in the 1983-1988 period two years earlier (1986-1987)

3. At what level does the College expect the awards to stabilize?

Stabilization is difficult to predict. Since 1983, enrollment has increased, decreased and increased again. The rise in enrollment for 1988 and 1989 leads to an expectation that the number of awards should stabilize over the next few years.

In addition, huge anticipated shortages in local police departments should lead to heavier recruitment from employers. The fact that jobs are on the increase in both law enforcement and corrections should create a turn-around in Criminal Justice interest, particularly if employers raise incentives to attract applicants. The largest obstacle to stabilization lies in the possibility that dramatic employer need, i.e. in Montgomery County, may cause employers to reduce educational entrance requirements. National initiatives such as a Bush proposal re-establishing certain federal funding for police could have a stabilizing impact on the Criminal Justice program at Montgomery College.

4. **What factors account for the low placement of students in full-time jobs related to their field of training?**

In 1984, 53 percent of State Criminal Justice graduates obtained related employment, while 33 percent of Montgomery College Criminal Justice students obtained related employment. In 1986, the figures are 38 percent for the State and 32 percent for Montgomery College. This discrepancy seems directly related to the comparison of Montgomery College/State rates for transfer students. In 1984, 45 percent of the State students transferred to four-year colleges, compared to 60 percent of Montgomery College Criminal Justice majors. In 1986, 50 percent of State students transferred, while 68 percent of Montgomery College students transferred. Fewer Montgomery College students obtained full-time jobs related to their field of training because they are continuing their education at four-year institutions. Montgomery College data consistently show that the largest group of Criminal Justice enrollees plan to and indeed do transfer to four-year colleges. This pattern has continued to occur with 1988 graduate respondents, 71 percent of whom have transferred to four-year colleges.

5. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

1986 graduates listed the following job titles:

Police Officer
Chief of Safety/Security
Construction Superintendent
Security Officer
Assistant Manager
Military Personnel Technical Officer
Weight Training Instructor
Administrative Aide (Pre-Release Center)
Mental Health Associate
Security Agent

Manager
Maintenance Supervisor
Waiter
Factory Worker
Mail Handler

The most recent follow-up survey was conducted on 1988 graduates, and they list the following job titles:

Office Manager
Special Police Officer
Security Officer
Security Inspector

6. **What factors account for a satisfaction with preparation for employment that is below the State average?**

Lower satisfaction with employment preparation at Montgomery College may also be related to the higher transfer population at Montgomery College. A look at the SBCC data from Montgomery College and the State shows that only 14 percent of 1986 Montgomery College graduates were employed in jobs directly related to their criminal justice employment preparation, while 30 percent (over twice as many students) of State Criminal Justice graduates were so employed. Transfer students who are employed full-time are working to finish school rather than to fulfill career goals.

Of the 28 Montgomery College graduates, 93 percent achieved their personal goal (higher than the State figure of 91 percent), and 93 percent were satisfied with instruction in the program.

7. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Over the last two years, the Criminal Justice faculty has maintained informal, ongoing contact with local and State employers by cooperatively sharing internship students. In addition, an employer survey was conducted as part of an internal program evaluation in order to ascertain employer needs and perceptions of available applicants. Local, State and federal employers were also invited to address the Criminal Justice advisory committee to discuss employment trends and specific skills needed by recruits. Annual job fairs include law enforcement, security, correctional, juvenile and mental health agencies.

The organizations represented on the advisory committee represent a balance between two major goals of our program-employment preparation and transfer preparation. Agencies represented include the Montgomery County Police Department, Rockville City Police, Maryland State Police, Montgomery County Department of Corrections, Maryland State Division of Parole and Probation, Rockville City Office of Community Services, Maryland Department of Juvenile Services, private security, Maryland Department of Human Resources, private legal practice, the University of Maryland's Institute of Criminal Justice and Criminology, the National Institute of Justice, and the Police Foundation.

The Criminal Justice program advisory committee meets twice yearly. In addition, task forces are assigned from the committee when needed to work on issues between meetings. Last year, for example, the committee was divided into law enforcement, security, and correctional task forces to study current employment trends and applicant skills in each area. The advisory committee has been instrumental over the last two years in shaping major changes now under development in our Criminal Justice curriculum. In general, the committee recommended a more general Criminal Justice degree to replace the current specific options in law enforcement, security and correction. Committee members stressed the importance of teaching skills that are lacking in applicants across the three areas--critical thinking skills, communication (writing and speaking) skills, human relations skills, ethical decision-making, computer literacy, and internship exposure.

Almost all members of the advisory committee are from organizations that employ graduates of the program sometimes after further undergraduate and graduate study. Some of our advisory board members are Montgomery College alumni. The University of Maryland receives most of our transfer students.

8. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to this program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

The Criminal Justice program, housed in the Department of Sociology, Anthropology and Criminal Justice, is administered by a program coordinator who is directly accountable to the chairperson of the department. The chairperson, the department, and the program, are administered and evaluated by an instructional dean who reports to the Provost. The Provost is responsible to the President of the College who serves at the pleasure of the College board of trustees. Advice and approval are ultimately vested in the board of trustees.

The Criminal Justice program undergoes a comprehensive five-year evaluation by the College which is written by the Criminal Justice faculty and approved by all appropriate administrators. The last program evaluation was conducted in 1987-88.

The ratio of full-time to part-time faculty fluctuates greatly depending on a variety of factors. These include the semester, enrollment, the amount of release time given to faculty members for administrative duties and professional development and space availability. On average, 25 percent of the courses are taught by part-time instructors.

Professional development opportunities are varied and have been utilized by all Criminal Justice faculty members. Educational benefits are available to all faculty members for continuing education in related courses offered by colleges and professional organizations. Money and professional leave are provided for local and long distance conferences and seminars. Additional College resources are provided to encourage faculty members to present as well as to participate in conference workshops, panels, lectures and discussions. Montgomery College provides each faculty member with release time every four years to engage in a "scholarly activity" of the faculty member's choice. This opportunity has been used, for example, to allow faculty members to study Supreme Court trends in defining defendants' rights and to investigate racism and sexism in criminal justice higher education. The school actively supports federal funding projects which develop and update faculty members--for example, attendance at National Science Foundation short courses, faculty exchanges offered by the United States Information Agency, and a balancing of the curriculum project funded jointly by the Fund for the Improvement of Postsecondary Education and the participating colleges. Two members of the Criminal Justice program are active participants in this FIPSE project. Finally, the College offers sabbaticals to faculty members every seven years. These sabbaticals may be used for study, research or service in a field setting, a very effective way to update faculty members on criminal justice matters in the "real world."

9. **What should be the role of the Criminal Justice program at your community college during the next five years? Consider the issue of in-service versus pre-service training and college versus policy academy training.**

The role of the Criminal Justice program at Montgomery College during the next 5 years has been explored with faculty, employers, advisory board members, the College community, transfer institutions and Criminal Justice graduates. As a result of an internal five-year study of the curriculum, the following objectives of the program were identified:

- To offer criminal justice courses recognizing the varying needs of a diverse student population pursuing criminal justice courses for different reasons: To fulfill general education requirements, to prepare for a career in criminal justice, to transfer to a baccalaureate program, to receive in-service training, to understand personal experiences with the criminal justice system, to achieve self-enrichment, and to pursue varying personal goals.

- To maintain a high standard of academic excellence consistent with the goals of the College and the needs of the community while providing opportunities and services maximizing the success of all eligible students enrolling in the program.

- To provide a favorable learning climate for a wide variety of students by encouraging student-teacher interaction in and out of the classroom, individualization, student participation, and a spirit of cooperation and collaboration within an atmosphere of intellectual discipline.

- To enhance the dual nature of this academic/vocational program by cultivating close community ties and working relationships with available transfer programs.

- To continually review the Criminal Justice program to ensure its ongoing applicability to college, community and criminal justice professional needs and goals, and to fulfill these needs in the most cost-effective manner maintaining an education of superior quality.

- To provide services and students to community criminal justice agencies while taking advantage of the resources provided by these agencies.

- To stimulate the professional growth, enthusiasm, involvement and esprit de corps of the program's faculty and students.

- To reflect the College commitment to open admissions, equal opportunity/affirmative action, intercultural exposure and general education while facilitating high quality performance of faculty and students.

- To provide courses which increase student awareness of the myths and realities of crime and its control and which encourage an analysis of the relationship between criminal justice issues and a student's personal, social, and occupational goals and life styles.

- To generate an awareness of ethical considerations inherent in all aspects of the criminal justice system, and to develop critical analysis and social responsibility in students as they address these considerations.

It was recognized that the program must simultaneously fulfill two apparently conflicting goals--employment preparation and transfer preparation. While at first the two objectives seemed to pit specific skills training against a broad based general education, further investigation showed that the needs of employers were quite compatible with the needs of transfer institutions.

A criminal justice education at Montgomery College is not academic "training" but is viewed more as the academic development of critical thinking, foundation preparation, communication skills and technical skills shared by all criminal justice agencies. The police and correctional academies provide more agency-specific training. While the Montgomery County Police Department requires 60 college credits to apply, most local police departments require only a high school degree. Employed police officers return to Montgomery College for courses to improve promotional opportunities. Even here, the student needs more knowledge in areas which will affect her/him in supervisory roles--ethical issues, understanding of human relations, and awareness of management skills.

Transfer students, a large portion of our student population, are expected to master the first two years of a four-year program at Montgomery College. More specialized upper level courses are reserved for junior and senior level courses at many four-year schools.

The role of Montgomery College's Criminal Justice program should then be to provide both populations with a rigorous, useful set of foundation skills, processes and exposure to criminal justice tasks and issues.

10. What action(s) does the College plan to take to address the above issues?

The Criminal Justice program is currently undergoing a complete change of curriculum to reflect the goals covered in #9. The new curriculum represents a much broader based Criminal Justice degree which eliminates the three options (law enforcement, security and corrections) currently offered. Core course requirements will include foundations courses in general education areas, and Criminal Justice courses emphasizing system based issues, problems and processes. Elective courses will allow students to choose more specialized criminal justice, social science, technical and administrative courses directly related to individual goals.

In addition, the program is seeking closer links with criminal justice employers to form joint incentives for recruitment and hiring. For example, the College is currently re-opening discussions with the Montgomery County Police Academy for the purpose of working out a mutually acceptable articulation agreement. Plans include exploration of a tuition assistance or benefits differential package to be offered by the Police Department and/or the Department of Corrections in Montgomery County.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The recently approved Maryland Higher Education Commission Transfer Policies should alleviate some of the difficulties that criminal justice students experience in transferring to senior institutions. The new policies require each four-year college to develop a procedure for validating courses taken at the community college that are designated as upperdivision by the university. This validation procedure is designed to ensure that students do not repeat coursework completed at the community college. The College is urged to monitor closely the credit status of criminal justice students who transfer under the new policies and to work with the SBCC staff to identify transfer issues that still need to be addressed.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Prince George's Community College**

PROGRAM TITLE: **Office Technology**

PROGRAM HEGIS NUMBER: **5005-01** LEVEL OF AWARD: **AA**

1. **How are students using the Office Technology/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technology/Secretarial Science program as follows:**

	Fall 1988		Fall 1989	
	Number	Percent	Number	Percent
Personal Goals				
Explore new career	42	28%	20	17%
Prepare entry into different career	44	29	31	16
Prepare for transfer	41	27	35	29
Update skills	18	12	21	17
Interest and self-enrichment	9	5	15	11
Total	154	100%	122	100%
Educational Goals				
Complete selected courses	18	12%	16	13%
Earn a certificate	33	21	30	25
Earn an AA degree	103	67	76	62
Total	154	100%	122	100%

Source: Office of Institutional Research

The majority of students enrolled in the Office Technology program at Prince George's indicate their personal goals to be primarily in one of three areas: new career exploration, preparation for entry into a new career, or transfer. Sixty-two percent of students enrolled in the fall of 1989 stated that obtaining an associate degree was their educational goal.

2. **Office Technology/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that burnishes are reporting a serious shortage of train office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

The decline in Office Technology student enrollment reflects the decline in numbers of high school graduates as well as a strong relationship to the unemployment rate. It appears that the greater the need for office employees, the more likely a company will hire less-skilled workers and train them on the job. Conversely, when employee demand is not as intense as at the present time, potential students see the competitive advantage to postsecondary office skills training prior to entering the job market.

While we have seriously intensified our efforts to maximize the enrollment of recent high school graduates with articulation agreements and 2+2 programs, the College has focused in still another area responding to this trend.

The Business and Management Division is working directly with businesses to develop and offer contract training packaged specifically to meet an individual company's needs. For example, during the fall 1989 semester, the College implemented a 35-credit hour, three-year program with the Environmental Protection Agency to prepare 150 of the agency's secretarial employees to take the Certified Professional Secretaries' examination. The program which is a complete package of assessment, counselling, instruction and evaluation is conducted on-site at the agency facilities during standard working hours.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

The most obvious trend in the office automation field is the consistent upgrading of software and expansion of equipment increasing capabilities far beyond that of basic word processing instruction to include a knowledge of desktop publishing, communications, as well as database and spreadsheet development and management. It is essential that an Office Technology program stay abreast of changes in the industry and reflect these in the classroom with up-to-date instructional programs and equipment.

Prince George's Community College has an established plan for replacement and upgrading of all categories of office technology classroom equipment and related software. Through the use of an active program advisory committee, there is consistent assessment for the purpose of course revision and update to reflect existing job market trends.

4. **What types of academic and student support services are available to students enrolled in the Office Technology/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technology/Secretarial Science students? Does the program include a cooperative education or internship experience. If so, how would the faculty assess that component of the program?**

   Prince George's Community College provides an array of developmental courses for students in mathematics, reading, study skills, composition, and fundamental language skills. Examples of student support services are counseling services--advisement, test interpretation, crisis intervention, and transfer information.

   Through Vocational Support Services funding, physically impaired students have been provided mobility orientation, special registration and testing, referrals for items such as recorded tests, braille materials and large print texts, library assistance and captioned films. Special study aids and equipment such as tutorial services, readers, taped materials, TTY, interpreters, enlarged automatic doors, and elevator keys made available for the mobility impaired are additional sources of student support services.

   The Career Assessment and Planning Center offers students seminars, interest and aptitude testing, financial aid and scholarship assistance.

   All Office Technology programs require credits in cooperative education. Students, especially those who have had no previous career-related work experience, have indicated that this requirement was one of the most valuable components of their program. Specific assessment of students enrolled in the cooperative education component of Office Technology programs is accomplished through student development of job-related goals and objectives, an initial report describing the work situation, employer evaluation, work-site visit by the faculty advisor, and the student's final report assessing the achievement of the goals and objectives previously outlined. Office Technology faculty totally support the requirement of degree-related cooperative education. They feel that real-world business experience is an intrinsic component of a quality Office Technology career program.

5. **Does the College have any Office Technology/Secretarial Science 2+2 programs or articulation agreements with local high schools? Are there any articulation agreements with private career schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

The College has an articulation agreement with Prince George's County Public Schools and three private business schools, Fleet Business School, Chesapeake Business School, and Yorktown Institute. Approximately 15 students use these agreements each year.

An obvious strength of articulation agreements is the creation of a cooperative educational process between institutions which facilitates accomplishing the long-term goals of the student. Weaknesses have become apparent in two primary areas: communication and transferability.

First, the existence and specifications of the agreements are not fully communicated to all high school students who might benefit. Additionally, because the agreements are program specific from Office Technology programs at the high schools and private business schools to the Office Technology programs at the Community College, there is the complication as to whether these courses are acceptable credits in other programs at the College. Questionable transferability of these articulated credits to other institutions further complicates the process for students should they wish to continue their education beyond the community college later.

6. **Describe briefly how the Office Technology/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

With the consistent input and guidance of the program advisory committee for evaluation and update, Office Technology programs are planned and implemented through the combined skills and knowledge of the full-time faculty and associate dean. The department consisted of four full-time faculty and nine part-time faculty in the fall 1989 semester. Twenty-eight sections were run: 17 (61 percent) sections taught by full-time faculty and 11 (39 percent) sections covered by part-time faculty.

In addition to guest speakers, information from textbook publishers and a wide variety of professional journals and business publications, the College encourages professional development through financial support for attendance at workshops, seminars, and professional conferences. The College has over the past three years worked cooperatively with the Division of Vocational-Technical Education at the State Department of Education to design and offer workshops which facilitate networking and the sharing of information between Office Technology programs across the State, and in October of 1989 cooperated in the design of a workshop entitled "Adaptive Technology Seminar" for office skills programs which was held at the Maryland Rehabilitation Center in Baltimore.

7. Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

Located near a major metropolitan area and a county seat, the College is in constant contact with area business, both public and private. Through the Job Placement Office, Cooperative Education Office and specific program advisory committee members, we are kept apprised of job market trends and employee demand.

The advisory committee meets at least once during the fall and spring semesters. Major recommendations and suggestions have been in the area of most frequently used office automation equipment and software. The membership was especially helpful when the department felt that a total program assessment and re-alignment was needed to bring all certificate and degree options developed over the last 20 years up-to-date, reflecting current program design and recently changed general education requirements. A total program was prepared which now offers one associate degree in Office Technology with four options: Executive Secretary/Administrative Assistant, Legal Secretary, Medical Secretary, and Word/Information Processing Supervisor. Each option offers the student a Letter of Recognition, Certificate and AA degree program.

Representing several types of employment areas, advisory committee members, while they have in the past, do not currently employ former Prince George's graduates. However, two of the existing members are former Prince George's Community College students now employed in the area in which they were trained at the College.

8. What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?

Several activities of the College have promoted an exchange of information with area businesses about the changing nature of office technology. Through the College Speaker Bureau, representatives of the College are available to make presentations. Membership and participation in such groups as local chambers of commerce, economic development associations, high school business advisory committees, and visitations to area high schools have all assisted is disseminating this information. The College hosts each year a career/college fair for all county high school students and regularly sponsors events for local business associations.

9. **What should be the role of the Office Technology/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue credit versus noncredit offerings.**

During the next five years, the Office Technology program at Prince George's Community College will continue supporting the College's goal of "addressing the educational and employment needs of the county" by offering courses which compliment existing skills and developing the new skills needed for the changing employment marketplace.

Since 1981, Prince George's Community College has been one of the leaders for development of combined credit and noncredit course offerings. Through the use of individualized instructional programs, all levels of typewriting, word processing, office techniques, and machine transcription courses are offered to students through either credit or noncredit registration. Coordination of facilities, staff, and program development has made this possible--an especially fortuitous development in an era of declining enrollments.

10. **If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technology/Secretarial Science, what would that advice be?**

Students who pursue an associate in arts degree in Office Technology develop skills which will be useful in a variety of career options.

The ability to express ideas in a timely manner, to develop problem solving techniques, and to form personal and educational goals are positive steps to success.

While many individuals will, through whatever means, have office skills, the associate in arts degree will provide a competitive edge for career advancement.

11. **What action(s) does the College plan to take to address the above issues?**

Prince George's Community College plans to continue its process of program upgrade and development in order to maintain a quality program of instruction which is responsive to the needs of those we serve.

Additional emphasis will be placed on expanding our offerings designed to meet professional development demands while maintaining a quality entry-level office skills training program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

PROGRAM EVALUATION REPORT
1989

COLLEGE: **Prince George's Community College**

PROGRAM TITLE: **Respiratory Therapy (Statewide)**

PROGRAM HEGIS NUMBER: **5215-01** LEVEL OF AWARD: **AA**

1. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program.**

Respiratory Therapy Petitioners

	Fall 1987		Fall 1988		Fall 1989	
Educational Goals	Number	Percent	Number	Percent	Number	Percent
Courses only	2	14%	2	22%	2	10%
Certificate	3	21	1	11	1	5
Degree	9	65	6	67	17	85
Total	14	100%	9	100%	20	100%
Personal Goals						
Explore new career	3	21%	4	44%	4	20%
Immediate job entry	4	29	0	-	4	20
Transfer	4	29	5	56	10	50
Upgrade skills for current job	1	7	0	-	2	10
Personal interest	2	14	0	-	0	-
Total	14	100%	9	100%	20	100%

Respiratory Therapy Program

Educational Goals						
Courses only	6	21%	3	23%	0	-%
Certificate	2	7	3	23	3	14
Degree	21	72	7	54	18	86
Total	29	100%	13	100%	21	100%
Personal Goals						
Explore new career	5	17%	2	15%	2	10%
Immediate job entry	15	54	5	39	11	52
Transfer	6	21	6	46	8	38
Upgrade skills for current job	1	4	0	-	0	-
Personal interest	1	4	0	-	0	-
Total	29	100%	13	100%	21	100%

Source: Office of Institutional Research and Analysis

2. **What factors account for the declining enrollment in this program?**

The following factors contribute to declining enrollment:

- Decreasing number of high school graduates;

- Decreasing number of high school graduates eligible to meet entry-level criteria for allied health programs, specifically Respiratory Therapy;

1989	#petitioners:	36
	#eligible:	17
	#enrolled:	10

- Poor public awareness of the role of Respiratory Therapy;

- Lack of strategic marketing effort for the Respiratory Therapy program at all levels--State, national and college.

3. **At what level does the College expect the enrollment to stabilize?**

As marketing efforts and careful follow-up assistance of petitioners are implemented, the expectation of enrollment stabilization should be at a level of approximately 40 declared majors.

4. **What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?**

The major factors accounting for rising cost per credit hour are based on the following:

- Necessity to employ part-time faculty to teach clinically-based hospital courses in a student-faculty ratio of no more than 5:1. This ratio is mandated by the accreditation review committee for Respiratory Therapy Education. These requirements are not a factor in other disciplines that are not in direct patient/client contact.

- Decreasing enrollment as noted above.

5. **Briefly describe how this program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with advances in this field?**

The Respiratory Therapy program is administered by a full-time Program Director and a Director of Clinical Education.

Evaluation is conducted by the Office of Institutional Research and Analysis as well as through full-time faculty evaluation. Instruments measuring evaluation include:

- Annual Report--submitted to the Joint Review Committee for Respiratory Therapy Education (JRCRTE). Includes specific ongoing goals, standards and results of all evaluation systems utilized by the program.
- Resource Evaluation--utilization review of all resources by students and graduates representing the basis for formulating change as necessary.
- Internal validation--self-assessment examinations to measure product outcome prior to graduation.
- External validation--Board examination results.
- Graduate survey follow-up measuring graduate satisfaction.
- Employer survey follow-up measuring employer satisfaction.
- Employer needs survey assessing ongoing need for the program.

The ratio of full-time to part-time faculty is 2:5.

Professional development opportunities are encouraged for all faculty through monetary reimbursement and professional development release time.

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. What types of organizations are represented on the advisory committee? How often has the program advisory committee met during the past year, and what changes or revisions were recommended by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program.**

Employer surveys are conducted on an annual basis to determine the quality of product outcome (graduates) and to assist in projecting goals and changes in the curriculum as well as planning program needs.

Organizations represented on the advisory committee include:

Graduate representative
Student representative
Home health care agency (public)
Blue Cross/Blue Shield insurance agency
(public clinical affiliations)
Medical advisor

The committee has met twice during the past year and recommended the following:

- Re-evaluate current marketing efforts conducted over the last year and formulate a subcommittee to improve public awareness.

- Research and develop a reorganized program that would allow students to take the State licensure examination after 12-14 months in the curriculum. This decision was made by the committee to meet the new State law requiring licensure for the practice of respiratory therapy. (Students would then be able to work part-time as they finish the last 6-8 months of the program.)

Of the 13 members advisory board, seven employ graduates.

7. **What actions has the College taken to promote the statewide designation of this program?**

Specific actions taken to promote statewide designation have come through College relations and publications highlighting statewide designations in all print media distributed.

At this time the College plans the following actions for spring semester:

- Distribute a 6-minute videotape on respiratory care to public libraries and college career centers throughout the State.

- Continue to distribute brochures to out-of-county residents and public institutions--schools, libraries, etc.

8. **Make a value judgement about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Program quality is excellent.

Employer surveys continue to show a consistent satisfaction with program graduates.

Graduate surveys indicate 100 percent satisfaction with the program process.

National Board for Respiratory Care examination results remain in the 80-100 percent range.

Self-study and on-site evaluation for accreditation by the JRCRTE in April, 1989 resulted in a full five-year accreditation.

9. **What action(s) does the College plan to take to address the above issues?**

The following actions are to be implemented by the College :

- Devise a tactical action plan to promote statewide designation in other counties. Development and implementation will come from the Respiratory Therapy program faculty in concert with College Relations and Publications.

- Increase public awareness (through marketing) specifically through the use of a 6-minute videotape with proven success as a marketing tool.

- Follow-up petitioners (those who have shown an interest in Respiratory Care but may not have been academically eligible for admission). Petitioners represent significant numbers that can be tracked.

- Continue faculty interviews of all prospective students in an effort to build on the recent success in decreasing attrition of those admitted to the program.

- Conduct a 6-month and one year follow-up evaluation of all the above actions to assess our goals relating to increasing enrollment and decreasing attrition.

PROGRAM EVALUATION REPORT
1989

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Secretarial Science

PROGRAM HEGIS NUMBER: 5005-01 LEVEL OF AWARDS: AA/Certificate

1. **How are students using the Office Technologies/Secretarial Science program at your college? What are their degree goals? Using data from the most recent admissions/registration forms, describe the goals of students who enroll in the Office Technologies/Secretarial Science program as follows:**

Personal Goals	Number	Percent
Prepare for entry into first career	20	20%
Prepare for entry into different career	22	22
Prepare for transfer to 4-year college	4	4
Update skills for a current job	43	43
Self-enrichment/personal interest	4	4
Other	7	7
Total	100	100%

Educational Goals	Number	Percent
Complete selected courses	28	28%
Earn a Certificate	46	46
Earn an Associate in Arts degree	21	21
Other	5	5
Total	100	100%

Source: Fall 1989 admission application forms.

2. **Office Technologies/Secretarial Science programs at many community colleges are suffering from a decline in credit enrollment at the very same time that businesses are reporting a serious shortage of trained office personnel. Many explanations have been given for this situation. What is the situation in your part of the State, and what explanation(s) do you offer?**

The image of the secretary has diminished; consequently, women who traditionally studied secretarial courses now specialize in other fields. More job openings have occurred for women in other fields as compared to the jobs that were available to them five years ago. Women now enter the work force as members of the retail industry, the construction industry, and the manufacturing industry.

Part of the College's problem could be attributed to the name of the program. In today's work environment, the term secretarial science is not broad enough to encompass the current job requirements. The role of the secretary has changed dramatically over the years, and it has become a more inclusive role. The most dramatic change is the use of automation.

The Secretarial Science program at the College experienced a drop in enrollment during the period of 1983 to 1988. However, the 1989 fall enrollment was up 25 percent over the previous fall. Over the past five years businesses have been hiring more people. When this occurs, our enrollment declines. When business activity declines because of economic conditions, our enrollment increases. Recently some major businesses in the market area have closed, which has caused many people to return to school to upgrade their skills for the job market.

3. **What trends in the rapidly changing office automation field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

The future of this program will depend largely on how well the College is able to upgrade its equipment and instruction. The technology in this field is constantly changing. The secretary of today must be multifaceted with skills in many areas of the office operation. We must meet their needs with the latest machine technology and concepts, well-educated instructors, and future-thinking administrators. Another approach must be to integrate more academic courses in the program to provide expertise which is needed for upward movement in the work environment.

Continuing cooperation between our credit program and our continuing education program will be needed to promote our program and be able to sell it to the business community. We must ensure that the business community believes we offer a better quality of training. Students can easily enter the credit program by taking continuing education courses that crossover to the credit program. This cooperation is essential because many businesses are beginning to provide in-house training for their personnel.

4. **What types of academic and student support services are available to students enrolled in the Office Technologies/Secretarial Science curriculum? Are any special academic advising and/or other support services provided for Office Technologies/Secretarial Science students? Does the program include a cooperative education or internship experience? If so, how would the faculty assess that component of the program?**

Vocational Support Services/Developmental Education:

Students attending the College are required to take diagnostic tests in reading, mathematics, and English skills. Those who score at the developmental level are required to take developmental courses before enrolling in college level English and Mathematics courses. In addition to the developmental program, special tutoring and student assistance services are available to secretarial students. These services are provided by faculty, laboratory assistants, and peers.

Director of Counseling:

The counselor is in constant contact with instructors regarding their students. This ensures an open line of communication which keeps students and the College working toward the goal of providing the best possible education.

Academic Advisement:

Each student in the Secretarial Science program is assigned to an instructor. All Secretarial Science students are advised by the Secretarial Science instructors. This assistance helps provide a straight and defined graduation path. It also stimulates interaction between the students and faculty, which provides a strong foundation for the program.

Related Field Experience:

Many Secretarial Science students are required to complete a minimum of 100 hours of approved work experience with a cooperating organization. The field experience enables the student to be exposed to real-life working conditions in job situations. The instructor works closely with the student and the supervisor at the office.

Step-Two Program:

This program assists single parents acquiring an education for entry or re-entry into the work force.

5. **Does the College have any Office Technologies/Secretarial Science 2+2 programs or articulation agreements with local high schools? If so, how many students take advantage of them annually? What are the strengths and weaknesses of such arrangements?**

The College has articulation agreements with high schools in Wicomico, Worcester, and Somerset Counties. These agreements allow high school students to receive credit for certain courses they have completed. This applies only if the student is enrolled in the related program. Each year these agreements are reviewed by the College and the administrators of the counties for necessary revisions. Students learn about the agreements through their respective schools, and the faculty and administrators of the College give presentations to the high school students to explain the benefits for the students.

The University of Maryland Eastern Shore offers a Business Education program. The UMES accepts many of the College credits in their program. Presently the College does not have any articulation agreements with private career schools; however many of our courses are accepted by a local private business school.

One strength of the articulation agreements with the high schools is the ease and directness students can move from high school into a college program. Another strength is the willingness of both the school systems and the College to work together to ensure the success of the program. One major weakness in these agreements is that even though the various high schools offer the same courses, they may not be offering the same content. Assessing these courses is more difficult for the College and its faculty. However, with the enthusiasm and continued involvement of all parties, this program will be highly successful.

6. **Describe briefly how the Office Technologies/Secretarial Science program is administered and evaluated on your campus. What is the ratio of full-time to part-time faculty members assigned to the program? What ongoing professional development opportunities exist to help faculty keep current with technological advances in the office technology field?**

The Secretarial Science program is part of the Business Department; therefore, the faculty is supervised by the Business Department head. Each faculty member is evaluated on an annual basis. This evaluation takes into consideration teaching skills in the classroom, professional development, and personal development. Great care is taken during the process to ensure that each faculty member is evaluated fairly and constructively.

Annually the available data on cost, growth, and concentration are reviewed. By evaluating the strengths and weaknesses of the program, the College is able to formulate guidelines that help determine the future direction of the program.

There are two full-time and two part-time instructors in this program. All of the instructors have courses and/or degrees beyond the bachelor's degree. The full-time instructors are members of AFACCT and MBEA. The program also uses student assistants in the Secretarial Science laboratory. These students learn from exposure of the technology as well as the classroom.

Each year there are two professional development programs for College faculty. In addition, the department designates funds for professional development, and the instructors are encouraged to attend meetings and seminars in their related fields. The instructors do take advantage of these development programs and attend activities that they deem important to the program and themselves.

7. **Describe the contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The program advisory committee meets twice a year. The members are representatives of various businesses, and some of them are alumni of the College. The 10 committee members offer their suggestions for the improvement of the program and are able to offer insights of the workplace. They keep us abreast of current business technology requirements.

Besides meeting with and discussing the program with employers on a periodic basis, the College surveys its alumni and their employers. Their input is reviewed when planning for the future.

8. **What initiatives has your college undertaken to make the local community aware of the changing nature of jobs in the field of office technology?**

Each year educators in the community are invited to visit our facility. This year the College is promoting the Secretarial Science program in its advertising. This advertising will be most effective since it will include students who have either furthered their education or entered the work force. Also, we are members of the College Speakers Bureau and take every opportunity to inform the community of our program.

9. **What should be the role of the Office Technologies/Secretarial Science program at your community college during the next five years? As part of your response, consider the issue of credit versus noncredit offerings.**

The continuing education area of our College will always be in demand for a certain segment of the work force. The noncredit offerings are attractive to those people who need to upgrade specific skills or acquire an additional skill. They can provide this training very effectively and often in a short period of time. Additionally, many individuals who have been out of the job market for an extended period of time find the credit courses somewhat intimidating. The noncredit offerings seem less stressful and more appropriate. After taking a few courses, many of these students find that they can handle this further education quite well and crossover to the credit side of the College to continue their education, working toward a certificate or AA degree.

The Office Technology/Secretarial Science program has and will continue to work closely with the continuing education area. Many of the noncredit courses are taught by our full-time instructors and this builds continuity in the program and can ease students into the credit programs. When students realize that they need or want greater skills in a particular area(s), the credit program becomes the means for achieving this goal.

10. If you were asked to give one piece of advice to your community college colleagues throughout the State on how to promote the Associate in Arts degree as an important credential for those pursuing a career in Office Technologies/Secretarial Science, what would that advice be?

First, the business community needs to demand that employees have or possess this degree. Without their need for employees with degrees filling these positions, the program can achieve only a certain amount of success. Few businesses in our market area are concerned about an employee having this degree; therefore, many of our students are employed without a degree. We are sensitive to this need in the business community. As a result, we recognize many of our students are with us for a limited period of time and are interested in achieving specific skills needed for their particular workplace.

As the role of the secretary continues to expand and the functions performed become recognized, the interest and need for degrees in this area will increase. Our continual contact with the business community and the effectiveness of our program advisory committee will help educate business to the needs that can be filled by more qualified people.

11. What action(s) does the College plan to take to address the above issues?

First, the College Administration needs to continue to be extremely supportive of the problems and needs of constantly upgrading facilities and staff.

Second, support of the College for faculty to continually take advantage of further technology courses is essential. Faculty working towards an advanced degree could receive course reduction to allow the time to not only remain effective in the classroom as an instructor but as the student.

Third, Wor-Wic Tech has and is continually reviewing the hardware and software requirements in the business environment and takes steps to upgrade its needs.

Fourth, the College must become aggressive in the placement of graduates in area businesses. We need to accommodate the student who turns to us for job placement assistance, and we need to find those employers who have personnel needs. When the College approaches the employers and successfully sells the College and its graduates, the program will become self-promoting. Employers will not only look to Wor-Wic Tech to fill employee vacancies, but they will send current employees to the College to take advantage of our credit and noncredit courses and programs.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to review the comments and recommendations in the statewide evaluation of Office Technology programs and to submit to the State Board for Community Colleges by July 1, 1992 a brief report on efforts or actions taken to implement those recommendations it deems appropriate.

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